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BROWARD COMMUNITY COLLEGE
DEPARTMENTAL SELF-STUDY REPORTS

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BROWARD COMMUNITY COLLEGE
DEPARTMENTAL SELF-STUDY REPORTS

FORT LAUDERDALE, FLORIDA
1973

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BROWARD COMMUNITY COLLEGE
FORT LAUDERDALE, FLORIDA

CONTENTS

VOLUME THREE

Nursing
Physical Sciences
Psychology, Sociology, Religion and Education
Public Administration
Radiologic Technology
Reading
Real Estate
Respiratory Therapy Technology
Secretarial Science
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Speech

NURSING DEPARTMENT

SELF-STUDY REPORT

FEBRUARY, 1973

Chairman:

Mrs. Mary Martindale

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Section I: General Information

- A. Broward Community College
Central Campus
3501 S. W. Davie Road
Fort Lauderdale, Florida
- B. Broward Community College is accredited by the Southern Association of Colleges and Schools and by the Florida Department of Education.
- C. The name of the Chief Administrative officer of the college is A. Hugh Adams, B.S., M.S., Ed.D., and his title is President.
- D. Name and title of the Administrator of the educational unit in nursing: M. Carolyn Dunne - Acting Head, Department of Nursing Technology, Central Campus and Edith West - Area Leader, Nursing Technology, North Campus.
- E.
 - 1. Admission of first class in Nursing - September 1963
 - 2. Official title of state board of nursing - Florida State Board of Nursing
 - 3. Type and date of last approval by State Board: full accreditation approved for year beginning July 1, 1972.
 - 4. Date and last visit by Board of Nursing 1971 planned visit March 6 and 7, 1973
 - 5. Number of students in each year of the program

1963	35	1968	132
1964	70	1969	157
1965	63	1970	187
1966	81	1971	167
1967	117	1972	288
		1973	181
 - 6. Number graduated from program last (1972) - 77
 - 7. Total number graduated since the inauguration of the program - total 346
 - 8. Total number licensed at this time - 342

Section II: Philosophy and Purposes

- A. Philosophy and purposes of the college:

The philosophy and purposes of Broward Community College are stated in the Catalog (1972-73) on pages 22-23.

B. Philosophy and purposes of the
associate degree programs in Nursing

PHILOSOPHY AND PURPOSE

The Nursing Technology Program within the Broward Community College supports and assists in implementing the philosophy and purposes of the college, primarily through its associate degree program and continuing education for graduate nurses. The members of the nursing faculty recognize their responsibilities to participate in the total program of the College, in community activities and to promote their own professional growth.

We believe nursing is a health service based upon the understanding and application of specific principles from the natural and social sciences. Its prime function is to assist the individual, sick or well, in performing those activities contributing to health, or its recovery, or to a dignified death, that he would perform unaided if he had the necessary strength, will or knowledge; and to do this in such a way as to help the individual to become independent of such assistance.¹

The primary purpose of the associate degree program is to provide educational opportunities in nursing for both men and women to become registered practitioners prepared for technical nursing practice. These practitioners will be able to function with intellectual and technical competence, as members of the health team, in providing individualized care to patients in hospitals, homes and other health agencies.

We believe that learning is a continuous process whereby new knowledge and experience are incorporated into the unique perceptual field of each student and is manifested in a change in behavior; and that this is best achieved when objectives of learning are behaviorally defined and attainable through a sequential learning process that provides the opportunity for the student to progress according to individual ability and needs through alternate study approaches.

Both faculty and students participate in continuous evaluation of the curriculum in terms of the established objectives and revisions are made as necessary.

Revised: December 1972

Adapted from:

¹ Harmer, Bertha and Henderson, Virginia, Textbook of the Principles and Practice of Nursing, 5th Ed., The Macmillian Company, New York, 1960, p.4.

Nursing technology is one of the Departments of Allied Health Technology at Broward Community College. It is the purpose of Broward Community College to provide in its technical and semi-professional curricula, opportunities for students to develop knowledge, skills, attitudes, and appreciations which will enable them to enter their chosen vocation qualified to perform competently.

OBJECTIVES OF THE PROGRAM

The objectives of the associate degree nursing program are those knowledges and basic skills the graduate should possess to function as a technical nurse in giving direct patient care and in participating in the total health program in the community.

1. Applies principles of the natural and social sciences in giving nursing care.
2. Assists in maintaining a safe, comfortable, and therapeutic environment for the patient.
3. Communicates therapeutically with the patient, his family, and other members of the health team.
4. Identifies and evaluates individual patient needs and plans appropriate nursing care measures to meet those needs.
5. Participates in the reevaluation of individual patient nursing care plans.
6. Demonstrates an ability to implement planned nursing care.
7. Utilizes available community resources for health services.
8. Evaluates his own progress and strives to further develop personal and vocational growth.

Revised: December 1972

The department requirements coincide with the Institution in that:

1. The program can be completed in two years.
2. If desired, the graduate may attend a senior institution. The amount of transfer credit is determined by the chosen institution.
3. The graduate is a technical or semi-professional upon graduation and the completion of the state nurse licensing examination.
4. Courses in English, sociology, and psychology are offered in order to expose the student to a broader spectrum of ideas.

5. Background courses in science are given to support learning in current and later nursing courses.
6. The graduate of this program provides services to the community.
7. Various forms of continuing education are offered periodically to the community.

The department's basic belief about its role in the institution's program:

The Nursing Technology Program within the Broward Community College supports and assists in implementing the philosophy and purposes of the College, primarily through its Associate Degree program and continuing education for graduate nurses. The members of the nursing faculty recognize their responsibilities to participate in the total program of the College, in community activities, and to promote their own professional growth.

The Departments Aims and Services

The objectives of the Broward Community College Associate Degree Nursing Program are to provide the graduate with those knowledges and basic skills necessary to function as a technical nurse in giving direct patient care and in participating in the total health program in the community.

How are These Aims and Services Realized?

The Graduate:

1. Applies principles of the natural and social sciences in giving nursing care. These can be learned through the student's participation in the following courses:
 - A. Paramedical Science I and II
 - B. Biology Lab I and II
 - C. General Psychology
 - D. Child Psychology
 - E. Nutrition
 - F. Social Science
 - G. General Sociology
 - H. English (all sections)
 - I. Nursing Courses (101-102-103
200-202-203-210)
2. Assists in maintaining a safe, comfortable, and therapeutic environment for the patient.
 - A. All nursing courses
 - B. Clinical practice

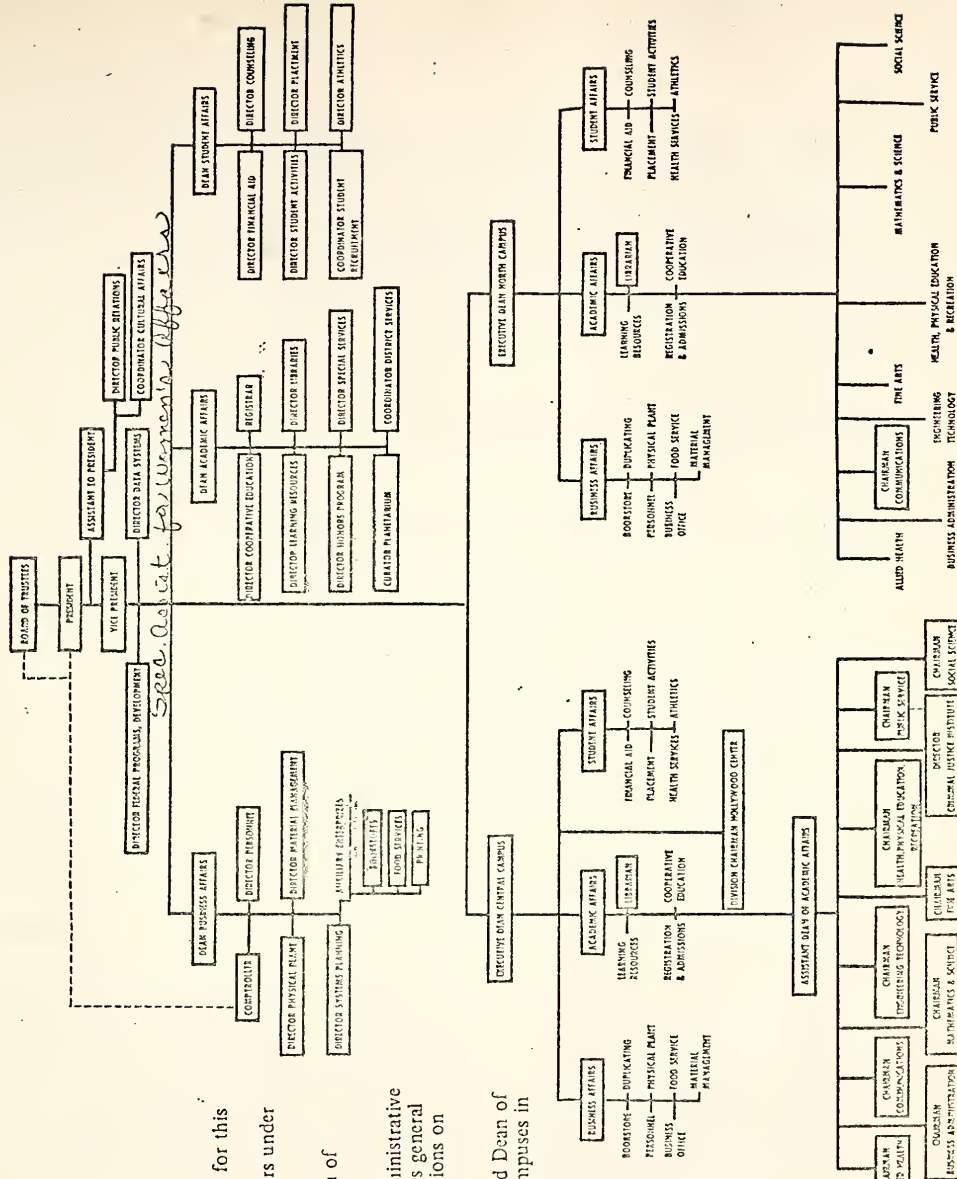
3. Communicates therapeutically with the patient, his family, and other members of the health team.
 - A. All nursing courses
 - B. General Psychology
 - C. Child Psychology
 - D. General Sociology
 - E. Clinical practice
4. Identifies and evaluates individual patient needs and plans appropriate nursing care measures to meet those needs.
 - A. All nursing courses
 - B. Clinical practice
5. Participates continually in the re-evaluation of individual patient nursing care plans.
 - A. Clinical practice
 - B. Written assignments
6. Demonstrates an ability to implement planned nursing care.
 - A. Clinical practice
 - B. Written assignments
7. Utilizes available community resources for health services.
 - A. Community nursing experiences
 - B. All nursing courses
 - C. Written assignments
8. Evaluates his own progress and strives to further develop personal and vocational growth.
 - A. All nursing courses
 - B. Student Nurses Association of Florida
 - C. All other extra-curricular activities

Section III: Organization and Administration

- A. The Table of the College Organization in the Faculty-Staff Handbook designates administrative organization only through the division level. The unit in nursing on Central and North campuses are included under the Division of Allied Health
- B. Describe the functional relationship of the unit in nursing with respects to:
 - 1 & 2. Administrative authorities:
On Central Campus, the Acting Head of the Department of Nursing technology reports to the Executive Dean of Academic

5000 East Lawrence St. (11th & A.)
DIRECTION DEIN STATION
COORDINATOR COURTESY AFFAIRS

4. College Dean of Student Affairs and Dean of Business Affairs shall serve both campuses in their respective roles.





Affairs through the Assistant Dean of Academic Affairs through the Chairman of the Division of Allied Health.

On the North Campus, the Area Leader for Nursing Technology reports directly to the Executive Dean of Academic Affairs. This is the same functional relationship as other educational units of the College.

3. Representation on central council committees, other agencies of the faculty etc.

Twelve of the nursing faculty are members of college committees. One of these serves as Chairman of the Institutional Research Committee.

Three members of the nursing faculty represent the Division of Allied Health on the Faculty Senate.

C. Organization of the unit in nursing:

Prior to the Fall of 1972 the faculty was small enough in size that program development was done as a committee of the whole with appointment of ad hoc committees as needed for special problems. With increased number of faculty and the opening of additional instructional sites, a committee structure has been established. These committees are as follows:

COMMITTEE

Curriculum:

FUNCTION

- 1) to make recommendations to the faculty for evaluation, development and revision of the present and future curricula in terms of content, sequence and organizational development, and
- 2) to identify and make recommendations for implementation of community needs for continuing education.

MEMBERSHIP

M. Calbert, Chairman;
A. Romaglia; M. Brantferger;
W. Holt; M. Martindale, C. Dunne;
student representatives from each area.

ACCOMPLISHMENTS

The use of the mini-mester in all nursing courses has been developed by this committee and approved by the Academic Affairs Committee.

The Curriculum Committee also recommended a change in the HPR requirement for nursing students. This recommendation was tabled by the Academic Affairs Committee.



COMMITTEE

Clinical Facilities:

FUNCTION

Plan the utilization of clinical community facilities for all campuses.

1. Obtain input of needs for all courses on all campuses.
2. Coordinate with other allied health programs to plan utilization for individual facilities.
3. Consider college boundaries in setting priorities for use of clinical facilities.
4. Set up yearly meetings at each facility with programs involved to do master plans.
5. Set up master plan for Dept. of Nursing Tech. for all campuses.
6. Report findings and make recommendations to departmental administration and total Nursing faculty.

MEMBERS

H. Dumas, Chairman; M. J. Koch;
J. DeMots; P. Fische; A. Atkins;
J. Vogel.

COMMITTEE

Re-Admissions and Transfer

FUNCTION

1. To review applications for re-admission or transfer to the school of nursing.
2. To determine the eligibility of the student on the basis of stated criteria.
3. To conduct open announced meetings which provide opportunity for faculty input.
4. To inform faculty of all persons being considered for re-admission prior to the meeting.
5. To formulate policies regarding re-admission and transfer of student.
6. To present recommendations to faculty for policy change relative to re-admissions and transfer.

ACCOMPLISHMENTS

This committee has coordinated with other allied health programs the use of community clinical facilities. They are in the process of developing a chart of the use of each clinical facility by all of the allied health nursing programs. A copy of this chart will be available on each campus and the Hollywood center.

ACCOMPLISHMENTS

This committee has received and made recommendations regarding all returning and transfer students.

MEMBERS

E. West, Chairman;
E. Teague; A. J. Acuff;
M. Wong.

COMMITTEE

Learning Resources

FUNCTION

The functions of this committee have not been completely defined.

MEMBERS

R. Grandolfo, Chairman;
V. Lentini; G. Batchelor;
A. J. Acuff.

COMMITTEE

Faculty Orientation

FUNCTION

The functions of this committee have not been completely defined.

MEMBERS

L. Wetmore, Chairman;
E. West; B. Heath.

b. Minutes:

Minutes are kept of all meetings and are on file in the office of the Department Head. In addition, copies of minutes of all departmental meetings are distributed to all instructional personnel. Minutes of committees and of teaching staffs are distributed to appropriate faculty.

2. Relationship with cooperating agencies.

Individual faculty members maintain open communications with the nursing staff of cooperating agencies to plan for the education of students. This is in relation to specific experiences for the attainment of learning objectives. Overall plans with agencies are made through the appropriate administration in nursing.

Faculty members are present on hospital units whenever students are assigned.

- D. Delineate the role of the college administration in providing resources and facilities for the unit in nursing.

The college administration provides classroom and campus laboratory facilities.

- E. Budget:

The Department of Nursing Technology submits a budget proposal of its needs through the Division Chairman and the appropriate Deans to the Dean of Academic Affairs.

Priorities are determined by joint consultation between the Academic Deans, Division Chairmen, Department Heads, and Area Leaders. These consultations lead to a reconciliation between requests and resources, and a final proposal is prepared for the President's review.

The President's review takes into account such needs as salary increases, provisions for growth, and proper balance between competing demands on available resources. The Board of Trustees and the State Department of Education must review and approve the budget which the President proposes before it is adapted.

At the end of each month a "print-out" of each division's budget, showing expenditures to date and balance left in account, is sent to the appropriate head of each department in the College.

- F. Grant Funds:

Funds obtained through grants to the Nursing Program are applied for through the Department and the spending of these monies is determined by the Nursing Department.

All funds for student scholarships and loans are administered through the office of Financial Aid.

Sources - additional funds have been allocated by the Florida State Department of Education as follows:

	School year		
Central Campus	1970-71	State Program Funding System	\$4,000
		Vocational Education Improvement Program	\$5,400
	1971-72	State Program Funding System	\$7,970
North Campus	1972-73	State Program Funding System	\$17,600



G. Contracts between college and cooperating institutions:

1. The contract was initially developed by the Head of the Department of Nursing in collaboration with the Dean of Academic Affairs.
2. Assessment of the effectiveness of the agreements are made informally between faculty members and hospital personnel. As problems are identified, they are channeled to the appropriate administrators.
3. Reviews and revisions of the agreement have been made as needs indicated. (Sample contract attached)

H. Other facilities:

Other facilities are evaluated by faculty members for student learning experiences. Plans are made between agency personnel and faculty.

The following agencies are some of those currently being used:

Broward County Health Department
Pediatric Care Center
Physician's Offices
Easter Seal Clinic
Florida Crippled Childrens Association Clinics

Section IV: Faculty

- A. Policies of the college as they relate to all faculty are delineated in the "Faculty" section of the College Self-Study Report.
- B. Teachers in the Department of Nursing Technology follow the policy of the college that a normal load for an academic year is 36 to 38 credit hours and/or up to 50 contact hours.
(see Faculty/Staff Handbook p. 41)

The Department of Nursing Technology admits students on a 1 to 16 teacher-student ratio. The instructor-student ratio for the college in general is over 1 to 23.

C. Faculty Forms:

The faculty information regarding rank, degree held, subject specialties, experience was obtained by a questionnaire and results are as follows:

1. Rank:

14 faculty members hold a rank II Certificate.
7 faculty members hold a rank III Certificate.

BROWARD COMMUNITY COLLEGE
DIVISION OF ALLIED HEALTH TECHNOLOGIES

Broward Community College and hereby
agree to cooperate in the educating and training of students in the
Allied Health Technology programs of Broward Community College. Both
Institutions acknowledge the value of this collaboration and agree to
provide maximum resources, facilities, and expertise at their disposal
for the total education of the student. This agreement shall encompass
any and all programs, both present and future, and shall remain in
effect until cancelled by either party, or revised by mutual consent.

Chairman, Board of Commissioners
Name of Hospital

Chairman, Board of Trustees
Broward Community College

Administrator
Hospital

President
Broward Community College



2. Degrees Held:

- 3 faculty members hold a Masters in Nursing degree
- 1 faculty member holds a Master of Science in Nursing degree
- 2 faculty members hold a Master in Science degree
- 2 faculty members hold a Master in Arts degree
- 3 faculty members hold a Master in Education degree
- 1 faculty member holds a Master of Arts in Education degree
- 1 faculty member holds a Master in Science in Nursing Education degree
- 1 faculty member holds a Master in Public Health degree
- 3 faculty members hold a Bachelor of Arts degree
- 5 faculty members hold a Bachelor of Science degree
- 8 faculty members hold a Bachelor of Science in Nursing degree
- 5 faculty members hold a Bachelor of Science in Nursing Education degree

3. Subject Specialties:

The nursing faculty members have subject specialities in: Maternal and Infant Health, Psychiatric Nursing, Education, Maternal and Child Health, Medical and Surgical Nursing, Child Development, Health Education, School Nursing and Pediatrician.

4. Experience:

The number of years of experience of the nursing faculty range from less than one year to twenty-four years.

- 1 faculty member has less than 1 year of experience
- 1 faculty member has 1 year of experience
- 1 faculty member has 6 years of experience
- 1 faculty member has 7 years of experience
- 2 faculty members have 8 years of experience
- 2 faculty members have 12 years of experience
- 1 faculty member has 13 and 1/2 years of experience
- 3 faculty members have 15 years of experience
- 2 faculty members have 16 years of experience
- 1 faculty member has 19 years of experience
- 2 faculty members have 20 years of experience
- 1 faculty member has 21 years of experience
- 1 faculty member has 22 years of experience
- 1 faculty member has 22 and 1/2 years of experience
- 2 faculty members have 24 years of experience

The areas of experience of the nursing faculty are: Private Duty Nursing, Staff Nurse, Team Leader, Assistant Head Nurse, Head Nurse, Nursing Supervisor, Intensive Care Nursing, Office Nurse, School Nurse, Public School Education, Public Health Nursing, College Student Health Nurse, United States Army Commissioned Officer, United States Public Health Service Commissioned Officer, Assistant in



In-Service Education, Assistant Clinical Instructor, In-Service Education, Assistant Clinical Instructor, In-Service Education Instructor, Instructor Practical Nursing Program, Instructor Diploma Program, Instructor Associate Science Program, Instructor Bachelor in Science Degree Program, Associate Director of Nursing, Director of Nursing, Department Head Associate Degree Program, Administrative Assistant in Education, Team Nursing Consultant, Assistant Director of Patient Care, Rehabilitation Nursing Consultant and Coordinator and Northern Broward County's Chairman-Governor's Committee on Employment of the Handicapped.

- D. 1. Revisions in the structure of the curriculum proposed by individual faculty members and/or teaching staffs are made to the nursing curriculum Committee. The curriculum committee reviews the proposal and makes recommendations to the faculty.

It is then acted upon by the faculty and channeled to the Academic Affairs Committee through the appropriate Deans.

2. This information is given above in section C.
3. Evaluation policies:

Faculty members are evaluated annually by their supervisors and each term by their students.

Each faculty member is offered the opportunity to evaluate their supervisors at every level of administration.

Section V: Students

- A. 1. Applicants to the program in nursing fulfil the requirements for admission to the college. (See catalog page 35)
2. Nursing students, in addition to the above, must meet the requirements as stated on page 228 of the catalog.

The nursing faculty believe that there is greater likelihood of student success if the additional criteria are met.

Graduation requirements and nursing curriculum are described on pages 227 to 230 of the catalog.

3. Fees and tuition for nursing students are the same as those for all Broward Community College students. (College catalog p. 42)
4. Financial Aid - see catalog pages 24 and 25.
5. The Department has no policy related to student employment.



- B. 1. Publicity and recruitment are done through High School Career Days, Health Fairs, Speakers Bureau and talks to selected groups by faculty members and students.
2. Counseling services - see page 23 of the catalog 1972-73.
3. Health services - see page 29 of the catalog 1972-73
4. There are no provisions for student housing at Broward Community College. Food services see page 29 of the catalog.
5. Social, recreational, religious and cultural activities:
See catalog - Page
- | | |
|--------------------------------------|----|
| Student Activities | 30 |
| Clubs and Organizations and Programs | 31 |
| Intramural Sports Program | 32 |
| Student Publications | 32 |
| Fine Arts Program | 32 |
| Lyceum Program | 33 |
| Scholastic Honorary Groups | 33 |
| Professional and Academic Groups | 33 |
| Interest Clubs | 34 |
| Service Clubs | 34 |
| Religious Clubs | 34 |
| Fraternities and Sororities | 34 |
6. Student organizations or associations - see catalog-
Student Government - page 31

Section VI: Resources and Facilities - Central Campus

- A. 1. Classrooms, conference rooms and laboratories are adequate for the department's needs at this time.
2. The director and each instructor have private offices. Shortages of space are evident in the reception, clerical, work and storage areas.
3. Instructional equipment and supplies are adequate.
4. Library - see College Self-Study Library Organization.

North Campus

The above mentioned facilities are limited at this time but deficiencies which currently exist will disappear or change as the physical plant expands.

B. Clinical and community agencies that provide learning experiences for students:	Daily Average Census	Accrediting Group	Clinical Areas Used	Daily Average Census Each Area	Average Number Students Each Area	Number Miles from Campus	AVAILABILITY OF FACILITIES				Library Facility
							Conference Rooms	Locker Space	Rest Rooms	Faculty Office Space	
Broward General Medical Center 1600 South Andrews Avenue Fort Lauderdale, Florida	567	JCAH	3 Medical 2 Surgical Obstetrics Pediatrics Intensive Care Units	44 44 37 13 44 19	16 16 13 13 14	8	Adequate	Adequate	Adequate	None	Adequate
North Broward Hospital 201 Sample Road Pompano, Florida	200- 250	JCAH	8 Medical 7 Medical 6 Surgical 5 Orthopedics	50 25 49 50	16 to 17 per unit	6	Adequate	Adequate	Adequate	Adequate	Adequate
Manor Hospital 3501 Johnson Street Hollywood, Florida	438	JCAH	1 Medical 3 Surgical Obstetrics Pediatrics Psychiatric Intensive Care Units	32 32 32 38 20 30	16 16 14 14 14 14	8 Mi. Central 0 Mi. Hollywood	Adequate	Adequate	Adequate	None	None
South Florida State Hospital 1000 S. W. 84th Avenue Hollywood, Florida	1600	JCAH	6 Acute Areas	30	7	6 Mi. Central 4 Mi. Hollywood 22 Mi. N. Campus	Adequate	None	Adequate	None	Adequate
Holy Cross Hospital 4725 N. Federal Highway Fort Lauderdale, Florida	442	JCAH	2 South 3 South 4 West 5 West 6 West 3 West Obstetrics Pediatrics CCU & ICU	49 48 48 48 48 48 25 30 17	16 16 10 10 8	17 Mi. Central 8 Mi. N. Campus	Adequate	Adequate	Adequate	Adequate	Adequate
Hollywood Hills Nursing Home 4150 North 15th Avenue Hollywood, Florida	125	JCAH	2 Gyneciatrics	54	20	0 Mi. Hollywood	Adequate	Adequate	Adequate	Adequate	Adequate
Plantation General Hospital 401 N. W. 42nd Avenue Plantation, Florida	250	JCAH	Medical Surgical Pediatrics	52 50 21	15 15 13	10 Mi. N. Campus 7 Mi. Central	Adequate	Adequate	Adequate	Adequate	Adequate

Section VII: Curriculum Development and Instruction

- A. The nursing curriculum has been developed by nursing faculty, including general education requirements, and has been channeled to the Academic Affairs Committee for approval. After approval by this committee, the curriculum is submitted to the Florida State Board of Nursing.

Each year the entire curriculum is reviewed for possible revisions. When appropriate, approval is sought from the Academic Affairs Committee and the State Board of Nursing.

In developing or revising each course its objectives and content are screened against the Nursing program and College objectives.

- B. Graduates of the Nursing Program receive an Associate in Science in Nursing Degree from the College. Requirements for this degree are listed on pages 228-229 of the catalog, and are similar in nature to other technical curricula.
- C. Allocation of credit in the Nursing Curriculum is based on one class hour is equal to one credit hour; two laboratory hours are equal to one credit hour. This ratio is commonly used throughout the college. There are thirty four semester hours of general education credit and forth semester hours of nursing credit required for the A.S. Degree in Nursing.

Nursing Courses:

Basic courses offered by the Department of Nursing Technology contribute to the stated objectives of providing educational opportunities for both men and women to become registered practitioners prepared for technical nursing practice.

Method of Teaching:

1. Team Teaching - Various combinations
Instructor - resource person, organizer, consultant, diagnostician, motivator, sole model.
 - A. Total Faculty
Planning-Curriculum
Course content
Learning methods
 - B. Staff Planning
Two or more instructors--responsible for implementation
Individual instructors--responsible for implementation
Total staff--responsible for implementation
2. Learning Experience Guides (LEG)
Student is active in his own learning process
Behavioral objectives are stated for class and clinical experiences
Various approaches meets the objectives

A. Student Choice Activities

Self-direction
Problem solving
Decision making
Multi-texts
Study groups
Role playing
Campus laboratory
 practice
Return demonstrations
Practice kits with guides
Individual conference (IC's)
Self-tests
Student evaluation-practice
 (doer-observer)
Models and equipment
Programmed materials
Reference reading
Independent audio-visual lab
Audio-visuals
 Films
 Film Strips
 Records
 Film Loops
 Slides
 Audiotape
 Videotapes
 Transparencies

B. Required Activities

Self-direction
Problem solving
Decision making
Multi-texts
Group discussions
Role playing
Panel discussions
Lectures
Demonstrations-presentations
 motivations
 summarizations
Individual conferences (IC's)
Multiple assignments (doer-
 observer)
Pre-assignment conferences
Post-assignment conferences
Field trips in community
Resource persons in community
Medicine cards
Campus laboratory practice
Practice kits
Testing
 written
 oral
 practical
 self
Models and equipment
Programmed materials
Reference reading
Bibliography cards

3. Skills and knowledge

Moves from campus laboratory to clinical laboratory. Simple
to complex learning.
Differentiation to integration to generalization of concepts.

Learning Experiences

Objectives
Presentations
Demonstrations
Reinforcements
Return demonstrations
 Evaluation-assessment
Self-tests
Hospital assignments
 written
 practical
 evaluative assessments
Test-written



Since the entire department uses Learning Experience Guides (LEG's), in each course the multimedia and individualized approach seem to be appropriate and worthwhile.

Test and Examination:

The discussion of various types of tests and examinations administered by the department revealed that the examinations are basically similar. The evaluation tools for Nursing 101 have been revised. The primary focus of the tool is a clearly defined practical evaluation for clinical practice based on the goals and objectives of the course. (See attached form).

Grade distribution of the nursing department compared to the total College grade distribution for the five year period from 1966 to Term II, 1972:

Grade	Total College	Nursing
A	13.3%	12.4%
B	24.1%	40.9%
C	25.3%	30.7%
D-F	10.6%	2.0%

D. Weekly schedule of classes for one nursing student

Time of Day	Nursing				
	M	T	W	TH	FR
8		NSG		NSG	NSG
9	HPR	Lab		Lab	Lab
10	NSG 210	7-12		7-12	7-11
11	NSG 203		NSG		
12			203		
1					
2		ENG		ENG	
3		104		104	
4					

Medical Assisting

8		MA 241			
9	HPR				
10	BA 121		BA121		BA 121
11					
12	PSY 201		PSY		PSY
1			201		201
2		ENG	NTR	ENG 104	
3		104	200		
4					



Date _____

Student's Name _____

Term _____

Course _____

CLINICAL PERFORMANCE EVALUATION

Satis-
factoryUnsatis-
factoryNot
Observed

According to the critical requirements listed in the LEG's, this student demonstrates the ability to do the following:

1. -- Handwashing
2. -- Complete Bed Bath
3. -- Care of elimination needs
4. -- Awareness of the patient's environment
5. -- Occupied Bed
6. -- Communication with patients
7. -- Charting
8. -- Intake and Output
9. -- Feeding of patient
10. -- Levin tube feeding - (Gastric Gavage)
11. -- Care of a patient with an I.V.
12. -- Blood pressure
13. -- Temperatures
14. -- Pulse (popliteal, carotid, radial)
15. -- Apical Beat
16. -- Respirations
17. -- Oral Medications
18. -- Intramuscular Medications
19. -- Catheterization (campus lab. only)
20. -- Enemas (clinical or campus lab.)
21. -- Dressings (campus lab. only)

COMMENT: _____

INSTRUCTOR: _____

COMMENT: _____



E. Curriculum

Title: Nursing 101 Fundamentals of Nursing

Description: Nursing 101 is an introduction to the role of the nurse in helping to meet the needs common to patients of all age groups. It is a basic course which is the foundation for subsequent nursing courses. Opportunity is given to learn the knowledges, skills and attitudes necessary to the practitioner of nursing based on physical, biological and behavioral science principles. This includes basic concepts of communications, the problem solving process, principles guiding nursing, meeting the patients needs for hygiene, safety, comfort, and activity, administration of medication, maintenance of nutrition, observation of vital signs, asepsis, maintenance of the body's regulatory functions of human relationships.

Learning Experience Guides for individual study lectures, demonstrations, small group discussions, role-playing and audio-visual aids are used in the classroom and campus laboratory by the teaching team and on an individual study basis. Supervised planned laboratories are held in the community health agencies. Pre-assignment conferences assist in clarifying the expectations of the laboratory. Post-assignment conferences provide the opportunity for sharing and evaluating the experiences of planned patient-centered care.

Various methods of evaluation are utilized including: Practical and written tests, written assignments, bibliography cards, nurse-patient interaction forms and nursing care plans, individual conferences (IC's), self tests and self assessment. The evaluation of many nursing procedures, by the use of critical requirements takes place in Nursing 101.

The role and image of nursing and human relationships are initiated in Nursing 101 and extend throughout the program. The threads identified by the total faculty each have their beginnings in this course.

Placement and hours: Placement of this 8 credit course is in the first term (16 Weeks) of the first year. This includes each week three hours of classroom instruction and ten hours of laboratory experience on campus and or in local clinical facilities.

Textbooks:

- Fuerst, Elinor A., and Luverne Wollf. Fundamentals of NURSING. Lippincott, Philadelphia, 1969.
- Griffin, Gerald, and Griffin, Joanne. Jensen's History and Trends of Professional Nursing. C. V. Mosby Company, St. Louis 1965.



Keane, Claire B., and Sybil Fletcher, Drugs and Solutions.
W. B. Saunders Company, Philadelphia, 1965.

Krug, Elsie E., and Betty S. Bergersen, Pharmacology in
Nursing. C. V. Mosby Company, St. Louis, Eleventh Ed.,
1969.

Sutton, Audrey, Bedside Nursing Techniques. W. B. Saunders,
Philadelphia, Third Ed., 1969.

Marlow, Dorothy, Textbook of Pediatric Nursing. Philadelphia,
W. B. Saunders Company, Third Edition, 1969.

Shafer, Kathleen, Medical and Surgical Nursing, C. V. Mosby
Company, St. Louis, Fifth Edition, 1971.

Course Objectives:

1. To reflect the philosophy and objectives of the school and the department of nursing.
2. To identify the role of the learner in nursing.
3. To help the student formulate his own definition of nursing.
4. To identify factors which influence nursing and nursing education.
5. To help define health and community resources in relation to ones' self.
6. To be able to state principles guiding nursing care.
7. To begin to identify the role of the patient and the relations between basic needs of all people and giving nursing care.
8. To begin to develop skills in the technique of scientific observation and the problem solving process.
9. To begin to use skills in purposeful communication.
10. To assist in providing a safe environment in health agencies and the community.
11. To recognize one's own thoughts and feelings while giving nursing care.
12. To develop skills in basic nursing practice.
 - a. to be able to obtain vital signs.
 - b. to be able to use good body mechanics in giving nursing care.
 - c. to be able to assist patients with their hygienic care.
 - d. to be able to provide comfort.
 - e. to be able to use communication skills while caring for patients.
 - f. to be able to assist patients to meet their need for nutrition.
 - g. to be able to assist patients to meet their need for optimal activity.
 - h. to be able to administer medications.
 - i. to be able to record on the patients record.
 - j. to be able to use medical and surgical aseptic technique.
 - k. to be able to identify and use nursing interventions in the reduction of stress.
13. To provide opportunity and guidance to begin to plan and implement care for the patient.



14. To help the student begin to evaluate his own progress and assess his need for further development and education.
15. To encourage and provide varied opportunities to function as part of a group.
16. To provide learning experience that will introduce, re-enforce and develop knowledges and skills needed to give nursing care.

Student Behavioral Objectives

Please refer to each Learning Experience guide for these and activities to meet these objectives.

Nursing 101 LEGS
Welcome to Nursing
Principles Guiding Nursing
Communications
Vital Signs
Nutrition
Medications
Body Mechanics and Positioning
Surgical and Medical Asepsis

Title: Nursing 102-103

Description: Nursing 102-103 is the first course of instruction in medical and surgical nursing. It is concerned with knowledges, understandings and skills needed to give safe nursing care to patients of all ages with disorders of the respiratory, cardiovascular, gastrointestinal and the endocrine systems. This course builds on the principles and skills developed in the prerequisite course, NSG 101. Promotion of health, prevention of disease and rehabilitation are emphasized.

Learning experiences are planned to focus on patients' needs, health problems and nursing problems. The effects of long term and acute illness of children on their normal patterns of growth and development are included as well as the basic principles common to nursing care of infants and children who are ill.

Five units of study are included in this course. Four units of study are completed in one term and one unit of study is completed in the following one-half term. Sequence for the study of these units varies for individual students.

Learning Experience Guides, lectures, demonstrations, discussions, group presentations, films and other audio-visual instructional media are used. Selected, supervised experiences are provided in the clinical laboratory where the students have the opportunity to care for children and adults on medical, surgical and pediatric units in addition to observation and



and experiences in such specialized departments as the operating room, recovery room and x-ray. Experiences are planned for observations and participation in well-baby clinics, pediatricians offices and other community agencies which provide child care services. During this time, the students have the opportunity to observe normal growth and development, interaction between parents, child, physician and other health workers, nurse-mother conferences and health teaching.

Pre-assignment conferences are held to identify learning to be achieved during the laboratory assignment and to assist the student in developing or modifying a plan of care. Post-assignment conferences are utilized for sharing of experiences and for reinforcement and evaluation of learnings.

Methods of evaluation include oral and written examinations, bibliographical cards, medication information cards, nurse-patient interaction forms, nursing care plans, self evaluation tests and other assignments identified in individual Learning Experience Guides. The evaluation of nursing care performance is based on the satisfactory achievement of the behavioral objectives as specified in the Learning Experiences Guides as well as continued evaluation of the critical requirements of the prerequisite nursing course, Nursing 101.

Placement and Hours: Placement of 9 credits (NSG 102) is in the second term of the first year. Placement of 3 credits (NSG103) is during one-half of the following term. Each week there are three hours of laboratory experience in the clinical laboratory.

Textbooks:

- Bergersen, Betty S., Elsie E. Krug in consultation with Andres Goth, Pharmacology in Nursing. The C. V. Mosby Company, St. Louis, Eleventh Edition, 1969.
- Fuerst, Elinor V. and LuVerne Wolff, Fundamentals of Nursing, J. B. Lippincott Company, Philadelphia, Fourth Edition, 1969.
- Marlow, Dorothy R., Textbook of Pediatric Nursing, W. R. Saunders Company, Philadelphia, Third Edition, 1969.
- Shafer, Kathleen Newton, Janet R. Sawyer, Audrey M. McCluskey, Edna Lifgren Beck, and Wilma J. Phipps, Medical-Surgical Nursing, The C. V. Mosby Company, St. Louis, Fifth Ed., 1971.
- Sutton, Audrey Latshaw, Bedside Nursing Techniques, W. B. Saunders Company, Philadelphia, Second Ed., 1969.

Course Objectives:

1. Understands the major health problems in this country.
2. Understands the community health agencies role in the control and prevention of disease.



3. Uses community health resources for the referral of patients.
4. Recognizes the need for health teaching.
5. Knows the normal patterns of growth and development of the child and their implications for nursing.
6. Understands the developmental tasks of the adult and their implications for nursing.
7. Appreciates how the patient's age, cultural and social background may affect his illness.
8. Knows the action, dosage, side effects and toxicity of medications.
9. Understands the preparation of the patient physically and psychologically for diagnostic tests and examinations.
10. Identifies nursing problems and patients needs through interpersonal relationships in order to plan for patient care.
11. Applies scientific principles in the approach to solving nursing care problems.
12. Records and reports observations using medical terminology.
13. Understands the nutrition and special diet therapy necessary for the promotion of the patient's health.
14. Instructs patients and members of their family in self care and rehabilitative measures.
15. Applies verbal and non-verbal communication skills in nurse-patient relationships.
16. Understands and applies the understandings of the etiology, signs and symptoms, rationale for treatment and specific nursing care of the disease conditions specified in the LEG objectives.
17. Demonstrates skill in meeting the needs of patients with selected medical and surgical conditions by giving direct care to patients of all age groups.

Title: Nursing 200

Description: Nursing 200 is a course of instruction which builds on basic mental health concepts and understandings begun in Nursing 101, 102, and 103.

Learning experiences are planned to continue the vocational growth and development of the student and include the role of the nurse in the total program of mental health.

Learning Experience Guides, lectures, demonstrations, films and other audio-visual aids, and group discussion are used to facilitate learning. In the clinical laboratory students, under supervision, form a 1:1 relationship with a psychiatric patient. Provision is made for observation of the various modalities of treatment and care such as, electric convulsive therapy, group therapy, acute and continuing care units, Day Care centers, and community facilities.



Post assignment conferences are held in conjunction with all laboratory experiences. They serve as a tool for the clarification, reinforcement and evaluation of learning.

Various methods of evaluations are utilized including oral and written examinations, a nurse-patient interaction study, medication information cards and other assignments spelled out in the Learning Experience Guide.

Placement and hours: Placement of this 4 credit course is during one-half of the first term of the second year. Each week there are three hours of classroom instruction and ten hours of laboratory experience in community agencies.

Textbooks:

Hofling, Leininger, Basic Concepts in Psychiatric Nursing, J. B. Lippincott Company, Second Edition, 1967.
Trail, Ira Davis, Establishing Relationships in Psychiatric Nursing.

All previous textbooks of the nursing program are recommended for references. In addition there is an extensive bibliography attached to the Learning Experience Guide.

Course Objectives:

1. To develop skill in therapeutic verbal and non-verbal communication as part of an effective nurse-patient relationship.
2. To gain an awareness of one's self as an individual with varying physical, emotional, and developmental needs.
3. To explore theories related to the etiology of mental illness.
4. To understand the legal aspects of mental illness.
5. To recognize the value of comprehensive community mental health services and be aware of available community resources and services for mentally ill persons.
6. To understand the nurse's role in prevention of mental illness and rehabilitation of the mentally ill person.
7. To understand the behaviors of patients who have selected psychiatric disorders and to understand the nurse's role in caring for patient's receiving various types of therapies.
8. To understand the value and dynamics of group process.
9. To utilize psychiatric nursing concepts in planning, implementing, and evaluating nursing action.

Title: Nursing 202

Description: Nursing 202 is a course of instruction which builds on the basic concepts and understandings developed in the prerequisite courses, Nursing 101, 102, 103.

Learning experiences are planned to continue the vocational growth and development of the student and include the role of the nurse in the total program of maternal and newborn care.



Learning Experience Guides, lectures, demonstrations, discussions, films and other audio-visual aids are used. In the clinical laboratory, students have opportunity to care for maternity patients, newborn and premature infants under supervision. Provision is made for observation, participation and discussion of parents' classes, prenatal clinics and other community agencies rendering care to mothers and infants. During laboratory periods, students also have opportunity to become acquainted with new equipment and procedures, as well as participating in discussions dealing with nurse-patient-family relationships and nursing care problems. Post-assignment conferences are held in conjunction with all laboratory experiences. They serve as a tool for the clarification, reinforcement and evaluation of learnings.

Various methods of evaluation are utilized including oral and written examinations, bibliography cards, medication information cards, and other assignments spelled out in individual Learning Experience Guides. (LEG's) The evaluation of nursing care performance in Nursing 202 based on the critical requirements of the prerequisite courses.

The family unit serves as a framework for the study of the nursing care of mothers during the maternity cycle and of infants during the neonatal period. Normal aspects of maternal and child care are stressed. Adaptations are made to include complications occurring commonly during the maternity cycle.

Placement and hours: Placement of this 5 credit course is during one-half of the first term of the second year. Each week there are four hours of classroom instruction and twelve hours of laboratory experience in community agencies.

Textbooks:

- Bergersen, Betty S., Elsie E. Krug in consultation with Andres Goth. Pharmacology in Nursing, The C. V. Mosby Company, St. Louis, Eleventh Edition, 1969.
- Fitzpatrick, Elsie, Sharon R. Reeder and Luigi Mastroianni, Jr. Maternity Nursing, J. B. Lippincott Company, Philadelphia, Twelfth Edition, 1971.
- Fuerst, Elinor V. and LuVerne Wolff, Fundamentals of Nursing, J. B. Lippincott Company, Philadelphia, Fourth Edition, 1969.
- Marlow, Dorothy R. Textbook of Pediatric Nursing, W. B. Saunders Company, Philadelphia, Third Edition, 1969.
- Shafer, Kathleen Newton, Janet R. Sawyer, Audrey M. McCluskey, Edna Lifgren Beck, and Wilma J. Phipps, Medical-Surgical Nursing, The C. V. Mosby Company, St. Louis, Fifth Ed. 1969.



Objectives of this course include more advanced competencies in the area of basic skills and knowledges as outlines in Nursing 101, Nursing 102, and Nursing 103.

The following knowledges, understandings and skills are additional objectives of this course.

1. To understand the relationship of the history of obstetrics and obstetrical nursing to the current and future practice of maternal and infant care.
2. To understand how social factors relate to maternity nursing.
3. To understand the role of the family and of the community in maternal and infant care.
4. To understand the physical, physiological and emotional changes that occur during the maternity cycle.
5. To know the basic physiology of fetal development and the changes that occur at or soon after birth.
6. To understand how alterations in the health status of the mother during pregnancy affect the development of the fetus.
7. To understand the importance of, the need for and ways in which the nurse assists in health supervision and teaching during the maternity cycle including the newborn period.
8. To develop skills in meeting the needs of patients by giving direct nursing care to mothers and infants.
9. To develop the ability to apply scientific principles from the natural and social sciences to maternal and newborn nursing.
10. To know the major health problems that may occur during pregnancy and the newborn period as well as the role of the nurse in dealing with them.
11. To know the actions, dosages and toxic effects of medications commonly used in the care of maternity patients and infants during the neonatal period.
12. To be aware of research conducted in the field of maternal and infant care and its implications for nursing.
13. To appreciate the nurse's contributions to the total program of maternal and infant care in cooperation with allied professions.
14. To be aware of community agencies providing services to mothers and infants and to understand their functions.

Title: Nursing 203

Description: Nursing 203 is the final course in the nursing curriculum. It builds on all of the prerequisite courses. This course is concerned with complex nursing problems of persons of all age groups. Nursing 203 introduces new knowledges and skills related to common problems in the pathophysiology of selected categories of illness. At the same time the student is increasingly concerned with the multiplicity of interrelated factors in the patient's state of health and his environment.



To student also, to an increased degree, solves problems relevant to the planning and giving of care to groups of patient's in cooperation with other members of the nursing team. The student seeks to clarify the role of an associate degree graduate nurse and to determine how those skills and knowledges that the student possesses fit into the overall picture of providing health services.

Learning Experience Guides, lectures, demonstrations, discussions, the clinical laboratory, films and other audio-visual aides are used. During clinical laboratory periods, students have the opportunity to become acquainted with new equipment and procedures, as well as participating in discussions dealing with nursing care problems. Post assignment conferences are held in conjunction with all laboratory experiences. They serve as a tool for the clarification, reinforcement and evaluation of learning.

Various methods of evaluation are utilized including oral and written examinations, bibliography cards, medication information cards, and other assignments spelled out in the individual Learning Experience Guides. Emphasis is placed on the instructor's evaluation of the student in the clinical laboratory.

Placement and hours: Placement of this 9 credit course is in the second term of the second year. Each week there are three hours of classroom instruction and twelve hours of laboratory experience in the clinical laboratory.

Textbooks:

Shafer, Kathleen Newton, Janet P. Sawyer, Audrey M. McCluskey, Edna Lifgren Beck, and Wilma J. Phipps, Medical-Surgical Nursing, The C. V. Mosby Company, St. Louis, 5th Ed. 1971

Additional required nursing reference books are:

Bergersen, Betty S., Elsie E. Krug in consultation with Andres Goth. Pharmacology in Nursing, The C. V. Mosby Company, St. Louis, Eleventh Ed., 1969.

Fitzpatrick, Elise, Sharon R. Reeder and Luigi Mastroianni, Jr., Maternity Nursing, J. B. Lippincott Company, Philadelphia, Twelfth Edition, 1971

Fuerst, Elinai V. and LuVerne Wolff. Fundamentals of Nursing, J. P. Lippincott Co., Philadelphia, 4th Ed., 1969.

Sutton, Audrey Latshaw, Bedside Nursing Technology, W. B Saunders Company, Philadelphia, Second Edition 1969.

Charles K. Hofling, Madeleine M. Leininger, Elizabeth Bregg, Basic Psychiatric Concepts in Nursing, J. B. Lippincott Company, Philadelphia, Second Edition, 1967.



Objectives:

1. Analyzes and interprets data obtained from the patient, his family, the medical record and other professional sources to identify implications for nursing care.
2. Given any disease condition listed in the Nursing 203 course outline describes to the extent specified by the LEG objective the following:
 - etiology
 - physical and emotional factors involved
 - signs and symptoms
 - rationale for medical-surgical treatment
 - specific nursing care
 - diet therapy
 - drug therapy
 - complications
3. Identifies the principles that underly the nursing action.
4. Functions within a group of co-workers engaged in planning and carrying out the care of a group of patients.
5. Assumes a leadership role with a group of co-workers engaged in planning and carrying out the care of a group of patients.
6. In addition to skills developed in previous courses demonstrates:
 - starting, maintaining, and terminating intravenous infusions
 - narcotic count
 - administration of medications to groups of patients
 - assisting in the care of a patient with a cardiac monitor
 - perform a neurological exam
7. Given a patient with any disease condition specified in the LEGS organizes and implements nursing care.
8. Plans and implements rehabilitation.
9. Describes the philosophy of patient care in a disaster.
10. Established priorities of nursing action in planning care for several patients.
11. Coordinates the activities of nursing care with the activities of other members of the health team. (e.g. personal hygiene for a patient having x-ray studies).

Title: Nursing 210

Nursing 210 is a two credit course offered during the final term of the nursing program. Classes meet one hour each week as scheduled. The laboratory component of two hours per week is scheduled in conjunction with the laboratory hours for Nursing 203. These occur in community hospitals unless specific instructions for other experiences are given. Additional laboratory experiences in pediatric nursing are scheduled for each student.



Textbooks:

Dryden, M. Virginia, Nursing Trends, Dubuque, Iowa, William C. Brown Co., 1968.
Kron, Thora, The Management of Patient Care, Philadelphia, W. P. Saunders Co., 1971.

Content:

Sub-Unit I The Utilization of human resources in a general hospital.
Sub-Unit II Opportunities for employment.
Sub-Unit III Legal aspects of the practice of nursing.
Sub-Unit IV Responsibilities for vocational and personal growth.

Complete copies of Outlines of Nursing Courses and the Learning Experience Guides for each course will be available in the Self-Study Office.

F. Process used in planning, developing, and implementing the curriculum:

1 & 2. See Section VII

Periodically, nursing faculty meet with individual instructors in other departments who teach nursing students to discuss needs in course content. Some of the general education courses have been revised to include suggestions of nursing faculty and students.

Students serve as voting members of the curriculum committee, and have participated in the Departmental Self-Study. Questionnaires regarding deletion of HPR requirements were distributed to students and faculty prior to submitting of this proposal to the Academic Affairs Committee. Student faculty response to this proposal was overwhelmingly in favor of deleting HPR requirements from the nursing curriculum; however, the Academic Affairs Committee tabled this proposal for further consideration.

At the end of each course, students are given an opportunity to evaluate the course and the instructors.

Section VIII: Evaluation of Educational Program

- A. As the number of faculty have increased, the group agreed that some form of Committee structure would be necessary. An ad hoc committee was appointed to study this matter and make recommendations to the faculty regarding the number and type of committees needed. At that time, the decision was made that committees would not be formed until the 1972-73 academic year. In October 1972, the total nursing faculty met as a group and adapted the recommendations made by the recently formed Articulation Committee



which reaffirmed the recommendations of the ad hoc committee as stated in Section III, of this report. These committees are now active.

- B. Individual faculty members continually evaluate the resources and facilities being utilized to determine their effectiveness for continued use. Students assist in the evaluation of facilities through informal discussion with nursing faculty.

Specific courses of the curriculum are evaluated at the end of each course by the teaching staff and students. There is on-going evaluation of the curriculum throughout each year. Revisions and/or adjustments are made as the occasion requires.

Every year questionnaires have been sent to the health agencies who employ the graduates to determine their achievement and performance. A compilation of available results is attached.

Formal and informal communication from graduates indicates satisfaction with their educational program. Some adjustments in curriculum offerings have been made on the basis of their evaluations.

The program has been recommended to many of our students by our graduates and by others of the professional community

Student Achievement is measured by performance on oral and written tests, critical requirements, and by direct observation of the instructor in hospital and/or campus laboratory.

- C. Students are encouraged to continually evaluate their own performance. Self evaluation by the student and teacher evaluation are discussed in individual conferences (IC's). The length and the number of these IC's are determined by the needs of the student.
- D. Performance of our students and graduates on NLN achievement tests and State Board examinations reinforces the use of our curriculum and the methods used in teaching it.

Achievement of Graduates on State
Board Examinations:

	Medical Nursing Mean Score	Surgical Nursing Mean Score	Obstetric Nursing Mean Score	Nursing of Children Mean Score	Psychiatric Nursing Mean Score
Year	Score	Score	Score	Score	Score
1969-70	508.0	497.6	554.2	503.7	498.6
1970-71	514.6	507.8	553.2	514.0	510.8
	Percent Passed		Percent Failed		
1971-72	87.2%		12.8%		



For each of those qualities or abilities listed below, please indicate your evaluation of this graduate as compared with other graduates with similar work experience.

	Very Good	Good	Fair	Poor	Not Observed
Courtesy	70%	30%			
Promptness	50%	40%	10%		
Integrity	45%	45%	2 1/2%	2 1/2%	
Professional Conduct	50%	45%	5%		
Flexibility	15%	66%	15%		4%
Apparent interest and enthusiasm for learning	40%	50%	10%		
Ability to communicate effectively with the patient, his family, and other members of the health team	14%	70%	15%	2%	2%
Grasp of nursing knowledge and knowledge of appropriate related medical fields	10%	74%	13%		3%
Ability to maintain a safe environment for the patient	9%	80%	9%	2%	
Ability to identify and evaluate patients' needs and nursing problems	10.4%	66%	21%	2.6%	
Ability to give good bedside nursing care	20%	72.5%	7.5%		
Ability to perform common nursing procedures and recognition of the importance of attention to details in good nursing performance	22%	5.3%	22%	2.4%	
Skill in organization of work	13%	50%	34.5%	2.5%	
Ability to "see what has to be done"	14.6%	41.5%	41.5%	2.4%	
Understanding of the organization of patient care on a unit basis	2.5%	71%	24%	2.5%	
Ability to function in the unexpected or atypical situation	4%	45%	35%	2%	14%
Recognition of the limitations of his skill and knowledge and ability to seek the proper sources of guidance	29%	56%	8%	2%	5%
Ability to establish good working relationships with other working personnel	22%	57	19%	2%	
Ability to utilize available resources for health services in the community	3%	50%			47%
Ability to evaluate his own development and to take appropriate action to assure his personal growth	16%	56%	3%		25%



Section IX: Future Development

Overall planning for the next ten years must take into consideration the trends in delivery of health care systems, expanding populations and increased demands for preventive care by the populace. Students of nursing and graduates of Associate Degree programs in Nursing will need to identify their role in relation to the constantly expanding variety of Allied Health professionals. Since much of health care will be given outside of in-patient facilities, new roles will be created for Associate Degree nursing graduates in clinics, and community centers. New roles also will emerge for more nurse practitioners in continued care facilities.

In January of 1972 the Nursing Technology Department of Broward Community College began its expansion by admitting a second class of fifty Freshmen.

In September of 1972 the expansion continued by opening a branch of the program on North Campus and extending a section of Nursing 101 to the Hollywood Center.

The recent expansion is based upon several factors including the following:

1. increased demand of applicants - September classes closed by May.
2. increased expansion of hospital beds.
3. willingness of community to support program by financial backing.

The strongest influence has come from the North Broward Hospital District Board of Commissioners. The request from this group is that the program expand to provide 250 graduates per year at least for the next five years. This group spearheaded a move to provide financial assistance to the College in order to expand the program.

This request is based upon studies done for this Commission. The following statistics which appear pertinent are quoted from a study provided by the Board of Commissioners.

Population by Census:

1970	1975
407,100	530,500 - 30% increase

4.5 hospital beds should be available per 1000 population as prescribed by the Federal and State authorities.

Total beds projected by 1975 - 3,307. Beds required for the population would be 2,387 in 1975 (Population 530,500). Announced plans for additional hospitals and added beds totals 1,454 beds. This would increase all beds in 1975 to 4,761 beds making a ratio of about 9 beds per 1,000 population.



The second annual admission was changed to May rather than January and a class of 64 is anticipated for Central Campus in May of 1973.

Any future expansion must be based upon the current expansion and its effect upon the community.

Information regarding the numbers of students to be planned for on all campuses needs to be obtained by utilizing the following:

1. The Area Planning Board
2. The Broward County Medical Association
3. The Advisory Committee to the Department of Nursing Technology
4. A survey conducted by the Department of Nursing Technology regarding staffing needs for the next four years within Broward County.

From the Nursing Department Survey of March, 1971 to July, 1971, some 1,136 additional beds for in-patient care will be constructed in hospitals and extended care facilities in Broward County by 1974. At the time of the survey, there were some 398 vacant nursing positions.

5. The Long Range Planning Committee

The survey of Rothrock, Reynolds and Reynolds appears to be in excess of current figures and the anticipated community needs obtained from other sources.

As student enrollment increases, additional physical facilities will need to be expanded and more provisions made for effective use of individualized instruction.







PHYSICAL SCIENCES DEPARTMENT

SELF-STUDY REPORT

JANUARY 1973

Chairman:

George Spahn

PHYSICAL SCIENCES

STATEMENT OF PURPOSE

Aims

It is the primary function of the Department of Physical Sciences to provide quality instruction in the subject-matter of Science so that students are well-prepared for the next level of academic achievement. Consonant with the philosophy and objectives of Broward Community College, the role of the Department includes:

1. Providing science-learning opportunities to meet the needs of general education students in a variety of college parallel programs;
2. Inculcating the basic concepts, information and skills required by students whose careers will involve one of the science disciplines;
3. Scheduling for the community and college those educative activities which aim to stimulate an interest in science and develop a degree of science literacy with some appreciation of our technology-oriented culture.

Members of the Department have a strong basic belief that the broad spectrum of instruction/education is their primary concern, but other objectives are sought through guidance and counseling activities. The main efforts are directed towards:

1. Enriching one's understanding of the natural world with its orderliness, complexity, beauty, and the delicate balance of its opposing and controlling forces;
2. Preparing science-related majors to progress successfully

through the prescribed curriculum, leading ultimately to an acceptable level of competence in a chosen profession.

Services

The services of the Department include a continually developing curriculum in Astronomy, Chemistry, Engineering, and Geology, supplemented by field trips, planetarium programs, and faculty participation in speaker schedules for community organizations. In all of these areas, the awareness of community needs and desires initiates innovations.

Some examples of this awareness and the Department's responses to it are: the sensitivity to community needs which has resulted in a variety of planetarium programs; adjustments to curriculum changes in the physical sciences; and, where applicable, the Department's concern with scientific solutions to local ecological problems.

During the past year, over 25,000 students (college and public school) enjoyed lectures and shows here at Buehler Planetarium. In addition, the staff has provided astronomy programs and served as consultants to such groups as the Boy Scouts, Girl Scouts, Power Squadron, and others.

We serve the general public by giving astronomy shows throughout the year on each Thursday at 7:30 p.m. and each Sunday at 2:30, 3:30 or any other time by appointment. The year 1970-71 saw 10,000 adults attend our Thursday and Sunday public shows. Each Thursday night at 8:30 p.m. our 10 inch reflecting telescope is set up for public observation. This accommodates approximately 100 people per night. The construction of an observatory is in the planning stage, which will be completed by the end of Term II. This will augment our other services to the public.

Another cultural service we provide is an Astronomy Club for young adults. The Club meets twice a month for telescope observations, workshops or lectures.

During the past two years, the planetarium staff, as a public relations activity, set up displays at various malls and shopping centers. This enables us to take our story about the College and the planetarium directly to the people. The Director and/or one of the staff members also makes frequent visits and lectures before high school and grade school classes, Kiwanis Clubs, Rotary Clubs, and various other activities, such as Spectrum House Drug Rehabilitation Center.

Curriculum

Adequacy

A critical examination of our curriculum in the physical sciences discloses that our college-parallel program fulfills prerequisites of senior institutions in Florida. For our students in terminal programs the curriculum seems to be sufficiently varied and of adequate scope.

The curriculum in the physical sciences is not a static entity. Members of the Department evince an awareness of this through:

1. internal improvements - updating contents and varying presentations.
2. expansions - where warranted and feasible, like the addition of CHE 115 Paramedical Science III.
3. text and manual choices - exercising freedom to select, supplement and produce appropriate text materials and lab guides.
4. re-structuring - the suggested curricula in several programs have undergone recent changes.

The only physical science courses listed in the College catalog but not offered are CHE 201 and 203, Introductory Quantitative Analysis



and Laboratory. As a result of articulation studies, the inclusion of these courses was approved in 1967 and they have been in our catalog since then. However, because of insufficient enrollment and the inability to budget adequate funds for the required equipment and space, the courses have never been offered at BCC. See appendix for details.

Rating

The only readily available means of rating the physical sciences curriculum are the informal reports of preparedness given by our graduates in both terminal and continuing programs, and the lists of acceptable equivalents as furnished by some senior institutions. The accumulated evidence from our graduates seems to indicate an adequacy of content coverage, a development of good attitudes and habits of study, and a mastery of fundamental knowledge and skills.

An example of designated equivalents in the analysis of our pre-engineering curriculum as provided by the Electrical Engineering Department at the University of Florida. The analysis shows that all of the 89 lower-division hours from the University of Florida's University College are covered by transfer credits from BCC equivalent to the 89 hours, and that students who complete our recommended program are credited with 7 additional upper-division hours.

Recommendations

As a result of curriculum studies, the Department rates its present curriculum adequate for present needs. Projected needs warrant the recommendations that:

1. CHE 201 and 203, Introductory Quantitative Analysis and Laboratory continue to be listed in our catalog and steps be taken to finance them.
2. Consideration be given to the introduction of a three-credit

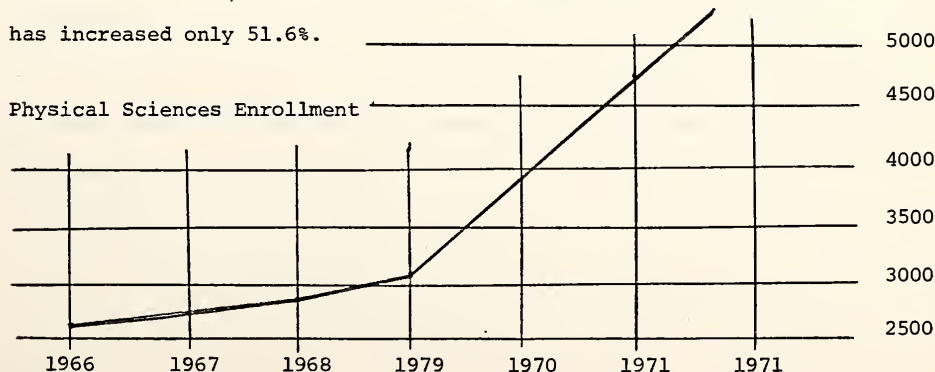
hour course in Statics for pre-engineering students. Students entering the Department of Mechanical Engineering at FAU after June 1974 will be considered deficient if they have not successfully completed the course requirements in engineering statics.

3. A course in Physical Science or Earth Science should be initiated. A conference with the faculty of Palm Beach Community College has resulted in a consensus favoring such a course.

Student Characteristics

Enrollment Trends

The general education student taking the required science courses has a choice of subject matter available within the physical sciences curriculum and thereby has the opportunity to develop his personality along the lines of his own desires. We feel that the student is becoming more aware of his physical environment as the total number of students enrolled in physical science courses has increased over the past four years at a faster rate than has the overall enrollment for the entire College. It is anticipated that these figures will be updated at the end of 1071-72 to include a span of five years, 1967-71. During the four years, the enrollment in the physical sciences showed an increase of 58.3%. At the same time, the course enrollment of the total school has increased only 51.6%.



The vast majority of students enrolled at BCC claim the State of Florida as their home state, yet there are 30 different states represented among our student body. Most of our out-of-state students come from the north-eastern area of the country but we do have students from as far away as Alaska, Hawaii and Washington State.

Quality

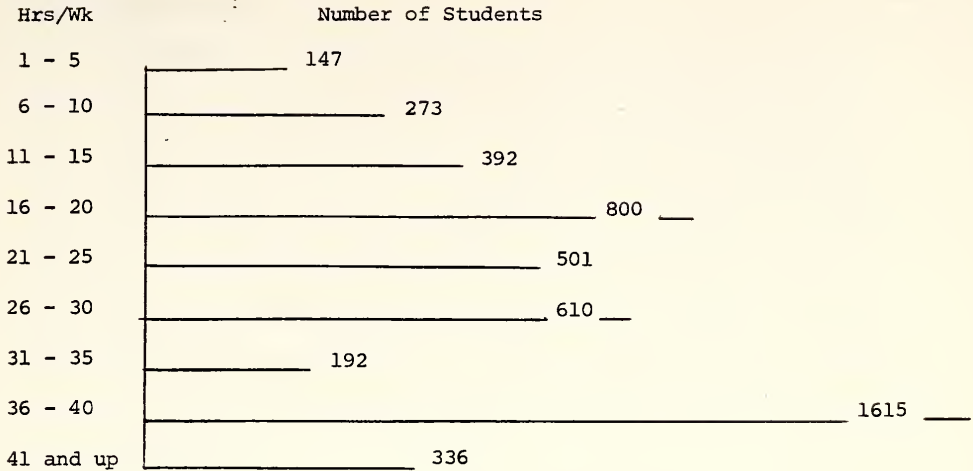
Student accomplishment prior to their enrollment at BCC is difficult to ascertain. Twelfth Grade Placement test scores are available for individual students but not on a class-wide basis. A teacher needing this information would have to know the year that the student took the test and then look up the student's name which is listed state-wide. Although we have not compiled records for complete classes, it is felt by the instructors in the physical sciences that the quality of students enrolled in their classes is better, on the average, than students of five years ago. This is possibly a reflection that more well-prepared students are attending community colleges today.

Concurrent Employment

The typical student at Broward Community College is a working student. By this is meant that he holds employment outside of school activities.

For Term I, 1970-71, 60% of the students held outside employment. Of this number, 33% worked approximately 40 hours a week and 7% worked in excess of 40 hours a week.



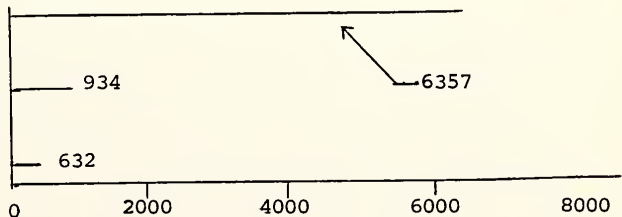


Most of the students in a junior college represent the community around the college. For Term I, 1971-72, 77% of the student body was previously enrolled at Broward Community College or have enrolled for the first time at any college. This leaves the remaining 23% divided about 2/3 "not previously enrolled" and 1/3 transferees. The name "Community College" suggests that one of our duties is to serve the community, and this data indicates that in this service we are doing just that.

Previously enrolled and
first time any college

Not previously enrolled

First time transferee





Grade Distribution

For 1970-71, the grade distribution for the physical sciences follows very closely the grade distribution for the entire school. There seems to be a trend towards a higher percent of transferable grades being assigned during the summer terms. This may be a reflection of: (a) more concentration of class time during the short six week term; (b) student motivation is high or they would not be here during the summer vacation time; (c) better-prepared students transfer in for a single term to complete credit for required courses at their full-time school.

	<u>1971-72</u>	<u>A to C Grade Distribution</u>
Physical Sciences		65.5%
Entire School		58.4%

	<u>D to F Grade Distribution</u>
Physical Sciences	10.4%
Entire School	8.9%

Faculty

Qualifications

The members of the Physical Sciences faculty have received academic training from a variety of geographic locations in the United States and its possessions. While fifty percent of the members possess advanced degrees from Florida or nearby states, the total number of universities attended includes many of educational institutions. All faculty members have been awarded at least the Master's Degree. The typical instructor received the Bachelor's Degree in 1946 and the Master's ten years later. He has taken many courses beyond the Master's as well. The average number of semester hours beyond the Master's Degree is forty credit



hours. Specifically, seven teachers have in excess of 50 credit hours beyond, while two have more than 80 credit hours beyond their highest degree. These hours are predominantly within the field of their particular discipline.

The teachers have a wealth of experience in many areas of industry and commerce in addition to their educational experience. The average teacher has previously taught in high school with an average of eighteen years of experience, ranging for the department, from eight to thirty-five years.

It would appear that the faculty is very mature in experience, but young in regards to recency of courses. It is noteworthy that all teachers have some recent, up-to-date course work within the past three years. This assures us of the fact that each member is both conversant and knowledgeable in the modern developments and concepts of his particular discipline. Hence, the student has an instructor with broad educational experience as well as one with modern up-to-date knowledge.

Further details concerning faculty qualifications are included in the Appendix.

Needs and Recommendations

It would appear that the Physical Sciences Department currently has an adequate staff to carry out the work of the Department - with one major exception. In the area of Chemistry it is becoming quite obvious that an additional instructor is required, and it is therefore desirable to employ another staff member. Evidence of this need is the fact that during Term II of the school year 71-72, 39 hours of Chemistry were being taught by part-time instructors.



Another important need is in the area of laboratory technicians. A person should be employed to assist in both Geology and Physics. This person will be required to dispense, collect and account for student supplies used in the laboratory. His duties would also include setting up experiments and generally assisting the instructor. He need not possess any particular skills, but he should be trustworthy, cooperative and interested in assisting the instructor wherever and whenever possible. Such a person will release the teacher from many routine, handy-man types of activities, thus enabling him to devote more time to up-date the course and introduce innovations and improvements in course content and procedures.

Methods of Instruction

General Techniques

Methods of teaching employed in the department include lectures, discussions, demonstrations, films, overhead projection of graphic materials, student laboratory exercises, and student projects. A few classes involve seminar-type work and some are of a nature which make mandatory a drill-type technique - problem sheets and study guides. Instructors are available to give additional help and they encourage students to seek this help outside of class. Students see, to sense this concern for their welfare and they take advantage of the opportunities provided. This fact is evidenced by the instructor tally of students helped per week; the average is 27 students per instructor.

Student Involvement

One instructor plans blocks of experiments from which student groups select those they prefer to perform. Others involve students



in selection of report topics and in projects to be designed or presented to the class.

Most instructors feel that class sizes and the limited time available to cover topics required for university-parallel courses dictate the use of lectures with discussion-question follow-ups.

Resources

The Physical Science Department, in most cases, utilized all of the resources available to it. Probably the most employed resource used in the various disciplines is the laboratory. In Chemistry and Geology, the courses contain lab sections. In Astronomy, the lab portion of the work is to be found in the Planetarium itself as well as weekly telescope observations, where practical experiences are provided.

The library represents another resource available to the department. A survey showed that the library is used frequently by Physical Science students and instructors. A cursive search indicated that for the year 1970-71 there were 500 Astronomy books in the library. The books were used a total of 750 times, representing an average of 1.5 times per book. Chemistry has a total of 600 books which were used a total of 300 times, representing an average of $1/2$ times per book. Geology, including Earth Science, has 475 books. Withdrawal was a total of 840 times representing an average use of 1.4 times per book. It is apparent that of the approximately 1,500 books in Physical Science, they have been withdrawn an average of once per book. It should be pointed out that book withdrawal does not preclude the possibility that the books have



had more extensive use than the withdrawal dates indicate. Students frequently use the books within the library - a fact which would be impossible to tabulate.

It is interesting to compare the number of books in Physical Science with the number of books in other areas. For example: Physical Science has 1,500 books while Biology has 2,400; Literature has 14,300; History has 7,500; while Social Science has 10,500 books. The relative small number of books in Physical Science does not necessarily represent a deficiency in that area. It is evident there are not as many books available in Science as there are in Literature or Social Science, for example. However, it is suggested that the Physical Science teachers keep constantly aware of new books in the area and apprise the library of any books which they feel are needed as an addition to the supply.

The department also has available a well-stocked film library together with limited sound tapes and records and various visual aids in the learning resources department.

In addition to the other resources, the Planetarium offers a unique opportunity not only as an Astronomy laboratory, but as a great source of education and entertainment for the community as well.

Through the many Planetarium shows (both adult and children) the college can truly serve the community and thereby maintain a high degree of public relations. The Planetarium also sponsors two Astronomy clubs (one adult and one student) and has its telescope set up for public observation each Thursday night.

In the area of Geology, it is customary to hold field trips to enhance the students knowledge of the subject. First-hand investigation



of the situation has always been an aid to learning. Since Geology is a study of the earth, what better way could one learn about the earth then by study in the field?

Local trips are used for collecting rock samples and fossil materials in the GY 110, Historical Geology course. Numerous quarries and drainage canals and spoil piles offer excellent opportunities to speculate on the recent geological history of South Florida. These trips usually are restricted in time to an extended laboratory period on one day of the weekend.

One long field trip involving two days of digging and collecting is scheduled towards the end of the second term in Historical Geology. This allows the student to see landscapes foreign to South Florida as well as collecting fossils and non-local rock samples. The trip begins and ends at Broward Community College and includes the Phosphate Industry in the center of the state, the sinkholes in the vicinity of Gainesville, a commercial peat mining area, and a comparison of the beaches of South Florida to the beaches of North Florida.

Attendance on the student's part is voluntary as many students at the Community College work full-time outside the school. At times, departments have worked together and as many as 48 students have signed up. Usually only the Historical class has gone and the attendance drops to include only about 3/4 of the Historical enrollment.

Through the use of the Planetarium and its telescope, the Library, the Audio-Visual Department, individual labs and field trips, the Physical Science Department makes excellent use of the campus facilities available to it.



Science Facilities

In some respects, the Physical Science facilities are adequate for the present time, however, if the student enrollment increases and there is much indication that it will, increased number of classrooms will become an absolute necessity. The teacher office areas in the present science building can be converted into additional classrooms.

Another very important need is the specific assignment of classrooms for Engineering Drawing. With the increased number of students in the technical area, it is no longer possible to share rooms and schedules in the technical building. The designation and creation of an Engineering Drawing classroom will enable a better selection of hours for the students wishing to take Engineering Drawing. This will, undoubtedly, increase the number of students taking the course.

More display cabinets need to be provided for the hallways of the science building. Specific displays could then be exhibited which would inform the general education student of the many facets of science which are necessary to his individual well-being as well as an indication of the course content of the various science curricula.

Space should be provided for the addition of audio-tutorial carrels which will enable the Science division to fully explore this phase of educational work.

It would be a desirable to provide a photographic dark room for the Planetarium due to the great amount of photographic work done in Astronomy. Additionally, an observatory should be constructed to house and more fully utilize the several telescopes the department now possesses. An additional classroom should be provided in the observatory.

Another building addition to the present structure then could hold more classrooms as well as office space for teachers. The teacher offices



should be relatively soundproof, contain a phone, and have completely enclosed walls with a door containing a window. Perhaps offices should be large enough to accommodate an additional table or desk for students who have to take an exam out of class, do make-up work or review material and problems. Increasing the number of classrooms will enable the entire Science and Mathematics division to be accommodated in one structure instead of housing the Physics and Mathematics department in another building. Needless to point out, this move would automatically provide additional classrooms in the library building.

Specifically, the Chemistry department is greatly in need of a storage building, separate from the main structure, for the express purpose of storing dangerous and explosive chemicals and flammable items. This storage building should have a constant temperature with all the safety features available. In any new set-up, it would be desirable for Geology and/or Earth Science classrooms to have a large combined lab/lecture room.

Evaluations

Student Achievement

The major evaluation of general departmental effectiveness is in the success of our graduates in upper division schools. Unfortunately, no real study of just physical science graduates seems to be available.

The comments which students make to individual instructors on return visits to our campus have in general been most favorable. Former student suggestions have been used determining some changes in emphasis of topics in lectures and laboratories; e.g., more emphasis on bonding topic in general chemistry.



Teacher Evaluations

Students in general seem to be pleased with the quality and quantity of instruction as indicated by the following totals on a typical instructor evaluation: Term II, 1968-69 -- 91% Satisfactory, 5% Unsatisfactory, 4% Unknown to the 20 questions. On another Term evaluation (Choice 1 lowest, revised 20 questions) the results were as follows: Choice 1 - 2%, Choice 2 - 4%, Choice 3 - 11%, Choice 4 - 21%, Choice 5 - 62%.

Each instructor is also evaluated yearly by the Department Head on the Supervisors Evaluation Form.

Departmental Policies and Procedures

Statements

No policies and procedures unique to the Department of Physical Sciences have been written. The Department conforms to the policies and procedures of the College.

Recommendations

Members of the Department of physical sciences believe that there are three particular administrative policies which need review because they are sometimes detrimental to faculty effectiveness.

1. The policy concerning normal teaching load. This policy as stated on page 38 Faculty-Staff Handbook 1971-72 provides guidelines and permits variations. Each department should determine the basis for exceptions to normal teaching loads, and these considerations should be in writing. It is our opinion that laboratory direction and supervision involve responsibility, personal presence and a dedication equal to that of classroom instruction. In some science lab areas the instructor's accountability for student safety is tremendous. These factors should be considered when normal teaching load definitions are applied to



instructors assigned to laboratory courses. Fifteen contact hours should be a normal load in most cases. While re-examining this policy, some provision should be made to consider class size. To achieve the stated objectives of the College, class sizes must be limited, and according to RRR Volume II, Page 45, the student-faculty ratio in instructional courses should not exceed 30:1. This, or some other acceptable ratio should apply to individual faculty members; it should not be a cumulative average for the entire College.

2. The policy of using so many part-time employees. The College saves money by hiring part-time instructors. Nevertheless, the following considerations make this a very questionable economy. Except in rare instances, students of part-time employees do not get instruction comparable in quality to that of students of regular instructors. This is not due to lack of desire and effort on the part of the former group of educators, but to the fact that they do not participate in departmental planning, in writing objectives, formulating philosophy, selecting texts -- and, most of all, they are not available on campus for student help. Thus, regular instructors find themselves spending much conference time helping students who are enrolled in classes taught by part-time help. In effect, an increase in the number of part-time instructors is an economy achieved through depriving students who need extra-class help and burdening regular instructors who must compensate for the office-hours not required of the part-time employee. Since instructor availability for helping students is emphasized as the key to maintenance of quality instruction and adherence to our objectives it seems incongruous that scheduled office hours are not an integral part of the commitment of part-time instructors. When additional instructors are needed, but

not enough to warrant a full-time employee, the regular staff should be given the option of accepting extra course hours for over-load pay.

3. The policy governing employment of Department Heads and Division Chairmen.

In the past, these administrators have been employed on a ten-month basis with overload pay for work during an additional summer term. Recent changes stipulate that the administrative supplement requires that recipients be "on call" during one summer term without compensation. A check of the duties and responsibilities of Division Chairmen and of Department Heads as given on pages 13 and 14 of Faculty-Staff Handbook 1971-72 shows that many of their obligations are vital concerns during the summer terms. The employment of part-time personnel requiring extra supervision, the arrival of supplies and equipment, the ordering of budgeted items, finalizing course schedules, personnel interviews, the usual safety considerations for students and faculty in laboratory situations -- these are just a few of the administrative demands which indicate the desirability of employing Division Chairmen and Department Heads on a twelve-month contract which assures them the full compensation they formerly realized.

Projections

Enrollments in the Department of Physical Sciences are projected to increase in the immediate future as they have for the past ten years. The courses being offered will continue to evolve such that added courses will emphasize our attention towards the general education student and the science-engineering student as well as the technical student and the student that is involved in the pursuit of a hobby or home maintenance program.



As new curriculum items are added, staff requirements and equipment needs will go up. New models of scientific principles will be required. These models will need to be of an elementary level which can be understood by the student not interested in a scientific career. The models must serve the dual purpose of being understood by the student and at the same time generalize the knowledge of the subject. Without these qualities, the model would not be suitable.

Priorities within the program should consist of cooperative efforts by the Physical Science Department. At the present time, there are general education science courses within the science curriculum. These need to be reevaluated, organized, and publicized so that the counselors and students will realize which courses will satisfy the six hour requirement in science for the AA degree and which courses fall within the interest range of the student. It may be that an earth science course and a science appreciation course should be designed to fill this need. This would be a first step.

A second priority also lies within our curriculum offering. This is to double check our curriculum offerings in specific subject matter areas to ascertain that our transfer students to the senior institutions are well prepared to continue their education in the physical science field of their choice. For example, a student majoring in geology at the University of Florida or Florida State would take a physical geology sequence of two courses and a historical geology course, each accompanied by a mandatory laboratory, within his first two years of college. At the present time, our geology offerings of physical geology and physical geology lab are equated with general education geology at the senior institutions and therefore a transfer student from BCC to either of these institutions would be required to retake the physical geology sequence and

the historical course if he desires to continue as a major in geology. Clearly our offerings should be more in line with upper-level institutions.

A third priority may fall in the technical and hobby fields. "Auto Mechanics for Auto Owners", "Celestial Navigation for the Small Boat Owner", "Everyday Chemistry in the Kitchen", "Rock Mechanics for Rock Hounds" are examples of what curriculum additions might lie in this field. These courses would be aimed totally as a service to the community as the requests are made by the community. Ground rules and procedures for requesting these types of courses need to be established by the Physical Sciences Department.

Multi-campus operation of BCC has just come into being. This projects us into an ideal position for innovations in curriculum. This should also aid in establishing our contact with the community through our hobby and technical courses and at the same time make the whole community college concept more convenient to the public.

As the curriculum expands, future priorities will need to be decided and acted upon. As that time approaches, clear, democratic decisions are in order so that the Physical Sciences Department will be able to fulfill efficiently its duties within the "Community College".



APPENDIX

ALVIN D. AURAND

EDUCATION: Graduated from Michigan State University
1953 - B.S. Engineering (Ind. Arts)

Graduated from F.S.U. - 1961 - M.S.
in Library Science possess rank I A
Certification

ADDITIONAL EDUCATION

1. Michigan State University
50 hr. PH.D. Program in Industrial Ed.
2. Electronics School in Military Service
3. Media Institute - 1967

EXPERIENCE: Summer work in various industrial plants
in Detroit - 1949-52

Armament and Electronic Flight Office in
Air Force

Taught Mechanical Drawing
Stranahan High School - 1956-63

Taught night Engineering Drawing at
Broward Community College 1961-63

Sabbatical leave work on Ph.D. - 1963-64

Began teaching at Broward Community
College in 1964

ACTIVITIES: Articulation Meeting for Engineering at
F.A.U.

Guidance Advisor for Engineering students

Coordinate programs with ASHRA Engineers
showing opportunities for Engineers in
heating, refrigeration and air conditioning

Member of AAUP

Chairman of the Library Self-Study Committee



WILLIAM G. BAILEY

EDUCATION: Graduated from Trenton New Jersey High School

Attended Rutgers University -
later transferred to Trenton State
College - Graduated in 1951 -
B.S. degree

Graduated from University of Georgia
1965 - M.Ed. degree - awarded N.S.F.
grant and Sabbatical leave from
Broward County School system

ADDITIONAL EDUCATION

1. Chemical Warfare School
Edgewood Arsenal, Maryland
Commissioned 2nd Lieutenant
2. N.S.F. Scholarships - 1957-1958
at F.S.U.
3. N.S.F. Fellowship -summer 1959 & 61
at F.S.U.
4. N.S.F. Fellowship - William & Mary
College - summer of 1962
5. N.S.F. Fellowship - University of
Georgia - 1963

EXPERIENCE: Instructor in Chemical Warfare in
Miami Beach, Florida

In U.S. Air Corps, attained rating of
Pilot and Aircraft Commander - 1944
Flew bombing missions in Pacific Theater

Taught all sciences at Manasquan High
School - 1945

Worked at Wallace Laboratories while
attending Rutgers University at night



WILLIAM G. BAILEY (2)

EXPERIENCE: Worked part-time at Palmer Physical Laboratory of Princeton University until 1951

Worked for Eston Chemical Company
Vernon, California until 1952

Taught in Broward County - Biology
later changed to Chemistry

Accepted position at BCC 1965 until
present

ACTIVITIES: Professional and Honorary Organizations

1. Member of the American Association of University Professors
Served as a member of the executive committee during 1967
2. Member of the American Chemical Society
3. Member of the American Association for the Advancement of Science
4. Member of Kappa Delta Pi, an honorary society

Committees

1. Member of the Recognition and Awards Committee for this college during the present academic year
2. Attend meetings of the Long Range Planning Committee whenever possible - not a member

Conferences, Visitations, Lecturers, etc.

1. Attend articulation dinner meetings with the faculty of Florida Atlantic University
2. Attend joint Science-Guidance Departmental articulation luncheon meetings whenever scheduled
3. Co-sponsor of the American Gem Society lecturer's discussion of diamonds in 1968
4. Arranged visit of Dr. Calvin Maybury



WILLIAM G. BAILEY (3)

ACTIVITIES: Conference, Visitations, Lecturers, etc.
of College Chemistry Consultants
Service.



GLADWIN COMES

EDUCATION: Graduated from E. Stroudsburg State
College - B.S. in Ed. - 1952

Graduated from F.S.U. - M.S. in
Science Education (majored in Phy. Sci.)

ADDITIONAL EDUCATION

1. University of Northern Illinois
8 hr. Chemistry
2. New Paltz, N. York
9 hour Physics and Astronomy
3. Florida Atlantic
3 hr. Chemistry
4. University of Florida
9 hr. Science Education
5. Oswego State, New York
6 hr. Astronomy including
Planetarium Direction

EXPERIENCE: Taught Science 7 years in New York
(active in Science Fair Work)

Taught Science 7 years in Fla.
(Broward County)

Chairman of Science Department
Driftwood Junior High School

Taught Astronomy at BCC since 1965

ACTIVITIES: Conducted personal tour of all Planetaria
in Florida

Conducted nationwide survey on technicians
requirements in planetarium work- culmin-
ating in a proposed Junior College
program for Planetarium Technicians

Published articles on Science Education
in N.Y.S. Ed. Journal - on the science
library

ACTIVITIES: Completed 3 hour college course in
(CONTD) the technical and vocational aspect
of Fla. Junior Colleges

Committee Chairman of Public Relations
of Student Services Committee
Director of Planetarium & active in church
work

Professional Memberships

1. American Association of University Professors
2. American Astronomical Society
3. Florida Association of Public Junior Colleges
4. American Association for the Advancement of Science



JAMES C. CONDON

EDUCATION: Graduated from the University of Illinois (1938) - B.A. degree in Geology

Graduated from the University of Iowa (1941) - M.S. degree in Geology

Have 16 hours beyond Master's degree requirements of 30 graduate credit hours

Latest course taken: 5 quarter graduate hours in Guidance and Counseling at Florida Atlantic University (1970)

EXPERIENCE: One year and a half as graduate teaching assistant at the University of Iowa

Two years as Geology instructor at St. Ambrose College, Davenport, Iowa

Five years experience as Geology instructor at Broward Community College

ADDITIONAL

Twenty-three years experience as petroleum geologist with major and minor oil companies. The last thirteen years of the petroleum work was as a consulting geologist and proprietor of oil leasing and exploration business

ACTIVITIES: Member American Association of University Professors

Member of Broward Community College Long Range Planning Committee and Public Relations Committee

Take Geologic field trips when time permits



LUCIUS D. deYAMPERT

EDUCATION: Graduated from Birmingham Southern
College - B.S. in Geology

Graduated from the University of Florida
MST in Geology

ADDITIONAL EDUCATION

1. College of William & Mary
8 hr. Physics - summer 1959
2. Birmingham Southern College
6 hr. Physics - summer 1961
3. University of Tennessee
15 hr. Geology
4. University of Florida
70 hr. Education

EXPERIENCE: Taught General Science, Physics and
Geology at Norfolk Academy, Norfolk,
Virginia (3 years)

Taught Geology Laboratory Courses
University of Florida as graduate
assistant (2 years)

Taught N.S.F. institute course,
University of Florida (summer)
Employed at Broward Community College
1963 to present

Taught Adult Continuing Education courses,
University of Florida (1 year)

Sabbatical 1970-71 - Advance studies
Geology and Ed.

ACTIVITIES: Member of: National Association of
Geology Teachers

American Association for the
Advancement of Science

Mineralogical Society of
America

Sigma Gamma Epsilon
(Geology Society)



LUCIUS D. deYAMPERT (2)

ATTENDED

Geological Society of America's
annual meeting held in Miami, Florida
in November of 1964. This convention
included a field trip covering the
ground water situation in South Florida

American Association for the Advancement
of Science (State of Florida meeting)
held in Deland, Florida in 1968

Learning Resources Institute in Audio
Visuals in summer of 1967 held on
campus of Broward Community College



V. O. GUINN

EDUCATION: Graduated from Lynville High School
Mississippi

Graduated from East Mississippi Junior
College

Graduated from Mississippi State College
B.S. in Mathematics and Science (1942)

Graduated in 1951 with masters degree
in Administration and Supervision

ADDITIONAL EDUCATION

NSF Grant - University of Mississippi
Chemistry - 1959

NSF Grant - University of Southern
Mississippi - Chemistry (1961)

Florida Institute of Continuing University
Study - 6 hours
Junior College Administration - 3 hours
Modern Geometry

EXPERIENCE: Taught High School Mathematics 2 1/2 years

Served 3 years in U.S.A.F. in European
Theatre of Operations

2 years Superintendent of Schools, Alcorn
County, Mississippi

10 years Superintendent of Schools
Monroe County

5 years High School Chemistry Teacher
and Department Head of McArthur High
School, Hollywood, Florida

Taught 9 years at Broward Community
College - Chemistry



RONALD LEROY HAIRE

EDUCATION: Elementary education at various schools
in Miller County, Georgia

Secondary education at Miller County
High School - Graduated 1953
(Salutatorian, Senior Superlatives,
Bausch and Lomb Science Award, Junior
Class President)

Junior College at Georgia Southwestern
College (Americus) 1953-55
(Chemistry Lab. Asst., Custodial Asst.
D.A.R. Citizenship Award, "Most Likely
to Succeed", Sophomore Vice-President,
Phi Theta Kappa, honorary Vice-President)

College at Valdosta State College,
Georgia - 1955-57
B.S. in Chemistry with honors (Senior
Vice-President, Who's Who in American
Universities and Colleges, college
Photographer, Local scholastic honorary)

Graduate from Florida State University
1957-60 (Half-time graduate teaching
assistant)
Organic Chemical Research (2 years) under
Professor Werner Herz

Interdivisional M.S. Degree August, 1960
(Organic Chemical and Junior College
Teaching)

ADDITIONAL EDUCATION

NSF summer - 1964 (8 weeks) University
of Florida - 6 sem. hours

NSF summer - 1968 (6 weeks) Oregon State
University - 6 qtr. hours

EXPERIENCE: Charter Member of BCC Faculty
First Chemistry Instructor

ACTIVITIES: Attended all state-wide Chemistry
Articulation Conferences

1961 - University of Florida
(science and mathematics)

1964 - Florida State University
(Chemistry)

1966 - University of Southern Florida
(Chemistry)

1967 - Miami-Dade Junior College

Attended conference on the Changing
Disciplines in Higher Education at
the University of Florida

CHEMICAL TESTS

Served as consultant for local lawyer
regarding tests for marijuana

Served as consultant for Dr. Funt
(local dermatologist) regarding
Terpene BioSynthesis

Analyzed Photographic Chemical for
Audio-Visual Department

COMMUNITY ACTIVITIES

Active in church work - teach seniors
in Sunday School - served several years
as Chairman of the Board of Christian
Education

Have given talks to church groups
stressing importance of Chemistry



RICHARD D. HILL, JR.

EDUCATION: Graduated from Palm Beach Junior
College, Phi Theta Kappa (1948)

Graduated from Florida State University
B.S. Bacteriology (minor-Chemistry)
Gamma Sigma Epsilon (Honor Society-1950)

Graduated from University of Florida
M. Ed. (1957) - Phi Kappa PHI

ADDITIONAL EDUCATION

Graduated from Palm Beach High School
1949

NSF Institute - (1964) Chemistry

Attended F.A.U. - Chemistry - 6 hours
1970

Attended NSF Institute
College of William & Mary
Chemistry - 24 hours (1960-62)

Attended NSF Institute
Oklahoma Baptist University
Physics - 10 hours (1959)

EXPERIENCE: Served in Merchant Marine
North Atlantic War Zone (1944-46)

Lab. Assistant at F.S.U. Chemistry Dept.
1950

Lab. Technician - Alfar Creamery Co.
West Palm Beach (1950-53)

Teacher for 6th grade
Palmetto Elementary School, West Palm
Beach, Florida (1953-55)

Science Teacher - Central Junior High
School - West Palm Beach, Fla. (1955-56)

Chemistry Teacher, Palm Beach High School
(1956-59)



RICHARD D. HILL, JR. (2)

EXPERIENCE: Chemistry Instructor - Palm Beach
(cont) Junior College (1959-61)

Director, Regional Science Fair

Head, Science Department and Assistant
Professor of Chemistry at Richard
Bland College of the Colleges of
William & Mary, Petersburg, Virginia
(1961-62)

Broward Junior College Chemistry
Instructor - Head of Physical Sciences
(1962-69)

Broward Community College Chemistry
Instructor and Division Chairman
Science and Math (1969 to present)

ACTIVITIES: Committees of the College (Past)

1. Self-Study Committee
2. Nursing Selection Committee (2 yrs)
3. Ad hoc Committee on Productivity
Statement
4. Health and Safety Committee
5. Academic Affairs (4 years, the last
year was chairman)
6. Ad hoc Committee on Instructional
Contracts

Committees of the College (Present)

1. Long Range Planning
2. Student Personnel Services
3. Self-Study Committee
4. Has been a member of the Florida
Task Force in Chemistry since the
1963-64 school year. This involved
several meetings over the past
several years



PROFESSIONAL ORGANIZATIONS

1. The American Chemical Society and the Division of Chemical Education of the ACS

COMMUNITY ACTIVITIES

1. Member, Saint Ambrose Episcopal Church
2. Instructor of dog obedience classes for the Fort Lauderdale Dog Club, Inc.



JOEL M. MARTIN

EDUCATION: B.S. with honors, University of
Florida, 1937
M.A.E. - University of Florida, 1949

34 semester hours after the Masters
taken at F.S.U., U.F., and U.N.C.

Two six-weeks NSF workshops at U.N.C.
and Wake Forest, North Carolina

EXPERIENCE: Taught Astronomy at St. Petersburg
Junior College before coming to BCC.
Was head of the Biology Department at
BCC before organizing the Planetarium
and the Astronomy Program.

ACTIVITIES: Published articles on Planetarium
Teaching in Educational Media,
Progressive Architecture, F.E.A. Journal,
Tennessee Teacher, Mississippi Advance,
Sky and Telescope, P'an Ku, Silver Sands,
College Forum, and Grade Teacher.

COMMITTEES

Honors Committee, Self-Study "Purpose"
Committee, Academic Standards Committee

MEMBERSHIPS IN PROFESSIONAL ORGANIZATIONS

1. American Astronomical Society
2. Association of Lunar and Planetary
Observers
3. American Meteor Society
4. American Association for the Advance-
ment of Science
5. American Association of University
Professors



ELLEN G. NELMS

EDUCATION: Graduated from Georgia State College
for Women - Milledgeville, Georgia
B.S. Chemistry (1948)

Graduated from University of Georgia
M. Ed. (1961)

ADDITIONAL EDUCATION

NSF Institute - Converse cal.
Spartanburg, South Carolina (1958)

NSF Institute - Florida State University
Tallahassee, Florida (1965)

Extension Course - Florida Atlantic
University (1970)

EXPERIENCE: Teacher - Fort Lauderdale High School
(1949-63)

Joined staff at BCC 1963 as a Chemistry
Instructor

Two years special Advisement Counselor

ACTIVITIES: College Committees

1. Academic Affairs Committee
2. Institutional Affairs
3. Learning Resources
4. Health & Safety
5. Commencement
6. Attendance Policy

Honors through the years

First Chairman of Science Department
Ft. Lauderdale High School - one of
first 21 merit-pay teachers (1960)

Member of NSF Advising Panel
Washington, D.C. for evaluation of 1962
summer institute proposals



ELLEN G. NELMS (2)

Member of Southern Association of
College and Secondary School's
Visiting Committee - Hollywood Hills
(1969)

Member of:

Florida Association of Public Junior
Colleges

American Association of University
Professors

Kappa Delta Pi

Plantation Orchid Society
South Florida Orchid Society
American Orchid Society

Organist, First Baptist Church
Sunrise Village



GEORGE J. SPAHN

EDUCATION: Graduated from University of Dayton,
Ohio (1936)
B.S. major in Education; minors in
mathematics and chemistry

Graduated Summa Cum Laude from
Catholic University - Washington, D.C.
(1946) - B.S. in Civil Engineering
majoring in Structures
Associate Member of Sigma Xi

Graduated from Case Institute of
Technology - Cleveland, Ohio (1947)
M.S. in Civil Engineering majoring in
Hydraulics and Sanitary Engineering
Thesis: "Waste Pickle Liquor Problem
of Steel Industry in Cuyahoga
River Valley"

ADDITIONAL EDUCATION

1939 - Mathematics - Western Reserve
University - Cleveland, Ohio
6 cr. (summers)

1940 - Mathematics - University of
San Francisco - San Francisco,
California
3 cr. (summer)

1941 - 43 -- Engineering - Heald
Engineering College - San
Francisco, California
7 cr. (summer)

1960 - PSSC and Modern Physics -
Fordham University - Bronx, N.Y.
6 cr. (summer)

1962 - Administration - NYU, Rio Piedras
Extension - Puerto Rico
9 cr. (summer)

1965 - Mathematics - University of Dayton
Dayton, Ohio
6 cr. (summer)

GEORGE J. SPAHN (2)

1955 - Metallurgy - American Society
for Metals, Long Island Chapter
(in service)

1958 - Flight Orientation CAP -
Mitchell AFB, Long Island, New
York (in-service)

EXPERIENCE:

1936-43 - High School teaching -
mathematics, general science,
chemistry and physics -
Cleveland, Ohio and Alameda,
California

1947-52 - Chairman, Department of Civil
Engineering, University of Dayton
Dayton, Ohio

1952-62 - High School teaching -
mathematics, chemistry and physics
Mineola, New York and Rio Piedras
P.R.
New York State Regents Committee
for formulation of Physics
Regents Examination

1962-64 - Principal, Colegio San Jose,
Rio Piedras, P.R.

1964-67 - High School teaching -
mathematics and physics -
Hollywood, Florida

ACTIVITIES:

Trustee of BCC Radio Club Station
WA4TGA

Holder of Amateur Radio General Class
License: K2GJR, KP4AXV, WA4WZH

Past member of Lyceum Committee(3 years)

Member of Hospitality Committee

Departmental Self-Study Committee

PROFESSIONAL MEMBERSHIPS

American Assn. of University Professors

American Assn. of Physics Teachers



DEPARTMENT OF PSYCHOLOGY, SOCIOLOGY,
RELIGION and EDUCATION

SELF-STUDY REPORT

MARCH 1973

Chairman: Lee Jones

PSYCHOLOGY, SOCIOLOGY, RELIGION and EDUCATION

Purpose

The basic beliefs of the Behavioral Sciences Department reflect those of Broward Community College.

The purpose of the Behavioral Sciences Department is as follows:

1. To provide programs which parallel the first two years of a degree program in four year colleges and universities. To fulfill this purpose we provide the following classes: PSY 201, 202, and 238; SOC 201, 211, 212; EDU 299.
2. To provide general educational requirements for its major and non-major students. The following classes provide the students with this purpose: PSY 100, 101, 201, 202, 211; SOC 211, 221, 231; REL 121, 141, 142, 223.
3. To provide educational opportunities for students who do not plan to complete a four-year degree program, but who can profit from the pursuit of a technical, semi-professional and occupational education at the college level. The following courses provide the students with this opportunity. PSY 100, 221, 211; EDU 081, 082, 083; SOC 222.
4. To provide programs for students that will assist them in their personal and social adjustment to life. The following courses assist the student in his personal and social adjustment. PSY 101 and SOC 231.

5. To provide programs for students which will enable a student to improve his personal and financial efficiency. These courses help prepare a student to improve his efficiency. PSY 221; EDU 210, 140.
6. To provide programs that will serve the community and improve community relations. The following programs and classes help to serve the community and improve community relations. PSY 100; SOC 221, 231; seminars and lectures for community groups.

At the present time the purposes of the department are being met. The department is aware of its position in a rapidly growing institution; thus additional programs are being instituted to help in meeting these purposes.

General Education Requirements

The Behavioral Sciences Department considers the General Education requirements to be satisfactory at this time but is aware that changes could be a necessity in the future.

Some recommendations and comments have been given by various departmental members concerning courses of limited appeal and possible duplication. The following courses have been examined in this light.

PSY 211 - CHILD PSYCHOLOGY

It has been suggested that the course description in the catalog be changed because it does not accurately describe the content of the course. Also it might be possible to offer two courses in the general area of child development, one emphasizing cognitive functioning, language acquisition and other aspects; the other, heredity, the prenatal period, as well as psychopathology and various other areas.

PSY 221 - APPLIED PSYCHOLOGY

Behavioral laws are applied in situations calling for behavior change. The student is provided with a variety of opportunities to modify behavior by applying principles of behavior. The student then evaluates the effectiveness of his program.

Prerequisite: PSY 201 & 202

PSY 238 - SOCIAL PSYCHOLOGY

This course is generally taught by someone in the Sociology area and appears to lean more heavily upon the Sociological discipline than the Psychological. However, it is regarded for credit as a Psychology course. Therefore, for the reasons cited above, it has been suggested by a departmental member who shares responsibility in teaching the aforementioned course that it might serve the best interests of the school and students if credit were optional as either Sociology or Psychology.

EDU 299 - PERSPECTIVES IN EDUCATION

At this point, it should be mentioned that EDU 250, Introduction to Education has been replaced by EDU 299, Perspectives in Education. This change was not reflected in the current catalog (1971-72). Both EDU 250 and EDU 299 are listed as institutional offerings. This matter was clarified at a meeting of the Academic Affairs Committee, September 21, 1971. EDU 250 is to be deleted from the next catalog.

Teaching Methods

Instructors of the Department of Behavioral Sciences use a variety of teaching techniques. The specific method used and any evaluation of the method depend to a large extent on the course content and on the personal style of the instructor. This diversity is enhanced by the value placed on "academic freedom" within the classroom.

The most commonly used teaching technique is some form of the lecture method. This can be broadly interpreted to include everything from instructor-centered presentation to a less structured dialogue with much student participation.

Many instructors use individual projects and instructional demonstrations that are designed to bring out specific educational points to provide active participation in a learning experience. Generally those who use these methods believe that active participation in a learning experience is a more effective technique than a "passive lecture."

A third commonly used technique involves the use of discussion or task-oriented student groups.

A number of less commonly used techniques include student presentations, field trips, and informal "rap sessions."

A recently introduced program of "contingency managed" instruction in a departmental attempt to provide quality education for an increasingly large enrollment at minimum cost. Essentially the program encourages a student to succeed through a series of increasingly challenging study units. In addition to the regularly scheduled classroom periods, students receive the benefits of personalized interaction with a "student manager" who has previously passed the course and who shows an interest in such instruction. In addition, for students who are successfully mastering the units, a program of field trips, projects, and controversial discussion sessions is scheduled.

The task of evaluating a course in terms of its relevance to the course content seems to be an inseparable part of instruction. For most instructors, evaluation of one's technique depends on informal

feedback from current and former students. To the question "What criteria do you use in evaluating the effectiveness of your instructional method?" two answers were most often received. Academic achievement in the course content and in similar courses (particularly in other institutions) was mentioned most often. Equally important for many instructors was the interest and "bias" toward a particular field of study that is generated in a course.

In an attempt to increase this feedback several instructors use or have used somewhat more structured evaluative techniques. This often involves a comparison between similar classes in which style of presentation, type and frequency of testing, use of outside material, etc., are varied. Feedback is also received from "end of the term" student evaluations that are standard throughout the institution. This form is intended to aid the quality of instruction by pointing out weaknesses in the course and in the instructor. Many instructors feel that this evaluation is insensitive to the important aspect of instructional quality. The major criticism is that it concerns itself with irrelevant details that have little value in appraising the instructor's ability. Another criticism is that it is administered at a time when students are concerned with final tests and therefore do not answer the evaluation sincerely. In light of these criticisms it is suggested that a more thorough and systematic evaluation would be helpful. A longitudinal study of a student's academic, occupational success throughout his college and work career could be evaluated. Input from the student who has graduated would suggest to improve instruction.

There are no department-wide tests. Each instructor has the responsibility to make up his or her own tests. Items for the tests are selected from the test booklets that publishers send with textbook desk

copies. Two or three instructors make up some items on their tests and have questions that cover both textbook and lecture. Several include essay questions.

The number of questions per test ranges from about 25 to 50; however, at least two instructors also give brief practice quizzes of 10 items or less, and one uses oral examinations to supplement or to increase the scope of the written tests. By a rough estimate, about half give a mid-term and/or final, and the other half average the grades from the regular tests for the final grade. The number of tests given per semester ranges from three or four to about forty with the usual number estimated to be about five.

GRADE DISTRIBUTION WITHIN THE DEPARTMENT
TO THE TOTAL FACULTY PATTERN

Total faculty pattern (1970-71, average percent of class receiving each grade)

A	B	C	D	F	F - XF - WF	W - WP	I	NG
18	26	22	5	2	3	21	2	1

Within the department (1970-71, average percent of class receiving each grade from the Department of Psychology)

A	B	C	D	F	F - XF - WF	W - WP	I	NG
17	28	26	6	3	4	16	2	0

(1970-1971; Average percent of class receiving each grade for Sociology)

A	B	C	D	F	F - XF - WF	W - WP	I	NG
32	26	21	2	1	1	15	2	0

(1970-71; Average percent of class receiving each grade from Religion)

A	B	C	D	F	F - XF - WF	W - WP	I	NG
23	29	18	2	.5	.5	23	2	0

(1970-71; Average percent of class receiving each grade from Education)

A	B	C	D	F	F - XF - WF	W - WP	I	NG
23	26	29	5	.3	1	16	.3	0

Faculty

The Behavioral Sciences Department has sixteen full-time faculty members.

All of the members have Master Degrees with five holding Doctorates.

The Department also employs thirteen part-time instructors all having Masters Degrees; one has a Ph.D.

<u>HIGHEST DEGREE ATTAINED</u>	<u>FULL-TIME MEMBERS OF BEHAVIORAL SCIENCES</u>	
	<u>No.</u>	<u>Percent</u>
Bachelors Degree	--	--
Masters Degree	11	68.8
Doctor's Degree	<u>5</u>	<u>31.2</u>
TOTAL	16	100.0

BEHAVIORAL SCIENCES DEPARTMENT - FACULTY ACCORDING TO DISCIPLINE TAUGHT

	<u>Full-Time</u>	<u>Part-Time</u>
Sociology	6	3
Psychology	8	6
Education	1	4
Religion	<u>1</u>	<u>-</u>
TOTAL	16	13

Most of the staff are teaching in the field of their college major. Exceptions are the following: One member of the staff who has a degree in Theology teaches sociology and psychology courses. However, the staff member has 32 graduate hours in Sociology and 30 graduate hours in Psychology and has been the Director of a Family Counseling Agency for six years. One other member of the staff who has a degree in Education teaches Religion.

The number of years of experience in community college teaching by Department can be seen in the table below:

<u>DEPARTMENT</u>	<u>MEAN NO. OF YEARS</u>
Psychology	8.25
Sociology	5.2
Education	12.0
Religion	7.0

Outside experience related to the Community College by Department:

<u>DEPARTMENT</u>	<u>NO. OF YEARS</u>
Psychology	10
Sociology	2
Education	27
Religion	20

The age of the staff members can be seen in the table below:

<u>DEPARTMENT</u>	<u>MEAN AGE</u>
Psychology	44.1
Sociology	32.2
Religion	53
Education	56

Library

Emphasis in this report is on the quality of library resources. The degree of usage will be explored by a campus wide committee which will obtain more accurate information through questionnaires to be answered by faculty and students and through other such methods.

The faculty in the Department of Behavioral Sciences evaluate the resources of the library quite favorably. The extent and quantity of books and periodicals are considered excellent by most of our faculty, particularly in terms of standards for a Junior/Community College Library. Materials are appropriately current, up-to-date.

Although there may be subject areas in which books and journals tend to be too scholarly for students just beginning college parallel work or enrolled in one-year or two-year degree programs, a desirable balance in level of difficulty is effected or maintained.

More periodical literature is needed in the disciplines of Sociology and Religion. Depending upon the availability of funds, requests by faculty members for purchase of new reading materials are welcomed by library staff, and these materials are obtained if at all possible.

The extent of student use of library resources varies widely, reflecting course requirements as well as student interest in the subject content of the courses offered. Approximately half of our instructors require that students do outside reading in some or all of their courses.

In those classes in which outside reading is not required, a list of recommended reading materials is usually given. Upon the basis of assigned and recommended reading it is likely that at least half of the students enrolled in the departmental courses use library resources for purposes specific to these departmental courses. Some students read widely and independently, and it is not unusual for such students to recommend or refer library materials to instructors.

Physical Facilities

The Department of Behavioral Sciences is presently understaffed and underhoused. The department is currently carrying a 20 full-time instructional equivalent.

The faculty is presently housed in the upper floor of "O" Building. There are 20 offices in this area. At this time the office spaces are also being utilized by the History and Political Science Department. The Behavioral Sciences Department has a total of six office spaces of the twenty. Included in those six members who have offices are the Department Head of Behavioral Sciences and the Division Chairman of Social Sciences. The rest of the staff is housed in makeshift areas in classrooms in Building 15. Seven full-time members and two interns are housed in Room 213, a classroom converted into office spaces. One instructor is housed in the Behavioral Sciences Laboratory. There is no space for part-time instructional staff to use as office space.

Lack of classroom space is another difficulty the department is faced with. Because of the rapid growth in students and expansion of classes offered, the department is in need of more classroom space. This, added to the attempt to expand our educational resources to include

more student participation in lab, small group work and Audio Visual resources, has created a strain of getting adequate facilities to provide for the department's innovations.

Recommendations for change are contingent upon the amount of construction of facilities that could be utilized for the department. One possibility would be to completely take over the present building we are presently housed in. This would still be inadequate of the projections that are being made by Rothrock, Reynolds Reynolds, etc., are correct. We will grow out of this facility in the near future.

Policy

A survey was taken of faculty opinion on departmental policies and the following are the results:

A change that was mentioned the most among this department was the college policy on required absence reports. Those faculty who disapproved of the present college absentee policy expressed that the taking of roll took too long and ultimately cut into the class time. Further disagreement was based upon the idea that a college student should decide for him or herself if they will attend on the given day or not. One-half of the instructors who replied in the Psychology, Sociology, Religion, and Education Department expressed desire for this change in policy.

Equally as high was the number of faculty who desired change in the policy of mid-term reports or grades. Objections were raised because some faculty members do not have a grading system of A, B, C, D, and F at the mid-term, but may be operating under a total point dispersion or a grade based upon total improvement based upon completion of the course. Since the grade is not permanent, the faculty who desire this change expressed that with high class loads the mid-term grade becomes a needless function.

Several changes were mentioned in the area of departmental communication. A more formalized communication system with complete minutes of all department meetings was suggested because it would give a complete record of what has occurred during the past, plus that formal communications were felt to be more accurate than information that was passed by word of mouth.

Directly linked to the concept of increasing communications were changes suggested by one-fourth of responding faculty in that more staff meetings should be held on the departmental level so faculty members could tell other faculty members what they are doing because class scheduling does not permit some faculty members to see each other. The second change suggested is that each separate discipline have their own meeting for the same purposes expressed above and that courses instructed by two or more people may be resolved to have a common purpose or goal.

The third suggestion mentioned by two faculty members is that faculty seminars could be held to improve or inform others of new teaching methods or concepts new to the discipline which would help the instructor in his classroom material. Increased secretarial help was generally felt to be needed if these changes were to take place.

Over one-third of the responding faculty expressed the desire that the policy limiting the instructors to fifteen hours of instruction per week should be changed in order to allow the overload of teaching hours. The compensation that goes with the overload would be going to one that teaches the class. The current teaching load which is based upon the number of classroom hours instructed per week was felt to be inadequate and that the teaching load should be based on the number of students the instructor had enrolled in his class.

Ten Year Projection - Behavioral Sciences Department

In a study by Rothrock, Reynolds, and Reynolds, Inc., on Broward Community College, a ten-year projection was made of student enrollment, the Behavioral Sciences enrollment present in this study is listed below;

Ten Year Projection - Student Enrollment of the Behavioral Sciences Dept.

Projection by Rothrock, Reynolds and Reynolds, Inc.

TERM I PROJECTION

<u>Base Year</u>	<u>Total</u>	<u>Central</u>	<u>North</u>	<u>South</u>
1969-70	1744	1744	-	-
1970-71	2173	2173	-	-
1971-72	2688	2688	-	-
1972-73	3248	2664	584	-
1973-74	4057	2729	1328	-
1974-75	4894	2388	1957	548
1975-76	5423	2072	2142	1209
1976-77	5566	2215	2215	1136
1977-78	6228	3208	2117	903
1978-79	6172	3438	2036	697

The beforementioned study has proven inadequate in projecting the student population in Behavioral Sciences. Actual enrollment, using Term I statistics, have revealed an underprojection of 10.7% for 1970-71 and an underprojection of 20.3% for 1971-72 of the student population in Behavioral Sciences. Actual enrollment for years 1967-1972 (Behavioral Sciences Department) are presented below:

ACTUAL ENROLLMENT

	<u>CENTRAL CAMPUS</u>	<u>NORTH CAMPUS</u>
	<u>TERM I</u>	<u>TERM I</u>
1967-68	1136	-
1968-69	1348	-
1969-70	1744	-
1970-71	2405	-
1971-72	2907	326

The Behavioral Sciences Department in Term I, 1971-72 has reached the enrollment predicted by Rothrock, Reynolds, and Reynolds, Inc. for Term I, 1978-79 or, in other words, the growth rate of the Behavioral Sciences Department is seven (7) years ahead of schedule.

The growth of the Behavioral Sciences Department has been increasingly rapid over each previous year. The growth percentage of the Department over the previous year for Term I is as follows:

1967-68 - - 19%
1968-69 - - 29%
1969-70 - - 38%
1970-71 - - 13%

The Behavioral Sciences Department has grown 248% in the last five years (1967-1971).

Using a modest 10% growth rate for each year, the revised growth rate of student enrollment is as follows:

UPDATED PROJECTION OF BEHAVIORAL SCIENCES DEPT.

<u>BASE YEAR</u>	<u>TOTAL</u>	<u>CENTRAL</u>	<u>NORTH</u>	<u>SOUTH</u>
1972-73	3556	3198	456	-
1973-74	3912	3208	704	-
1974-75	4303	2401	1415	486
1975-76	4733	2641	1557	535
1976-77	5206	2904	1713	588
1977-78	5726	3195	1884	647
1978-79	6298	3514	2072	711
1979-80	6927	3866	2279	782
1980-81	7620	4252	2506	861
1981-82	8382	4678	2757	947

The enrollment for each Campus is divided as follows:

Central Campus	55.8% of total enrollment
North Campus	32.9% of total enrollment
South Campus	11.3% of total enrollment
	<u>100.0% TOTAL</u>



Ten Year Projection of Faculty Members

In 1971-72 there were 17.4 full-time faculty members of the staff of the Behavioral Sciences Department. Using the same faculty/student ratio (37.1) of the Behavioral Sciences Department that occurred in Term I, 1971-72, the number of faculty needed for all campuses in ten years is as follows:

1972-73	19.4
1973-74	21.0
1974-75	23.4
1975-76	25.6
1976-77	28.0
1977-78	31.0
1978-79	34.0
1979-80	37.8
1980-81	41.0
1981-82	45.0

It is quite evident that the Behavioral Sciences Department will be expanding greatly even using a modest 10% growth rate for each year. Facilities of the Behavioral Sciences Department at the present are used to their maximum capacity. Facilities, classroom and office space, will be needed to be at least doubled to keep current standards applicable in 1981-82 for all campuses.

PUBLIC ADMINISTRATION

SELF-STUDY REPORT

MARCH 1973

Chairman:

James Ackerson

PUBLIC ADMINISTRATION

Philosophy and Purpose

Broward Community College is well suited to serve the academic and technical training needs of the fast-growing Broward County community. Growth and change make dynamic demands on the political structures and government in particular. Government, at all levels, cannot limit itself to caretaker function, seeing to it that the garbage is picked up and the streets are lit but is actively participating in the molding of our society. Government today is providing services never envisioned a decade ago including community relations activities, day-care services, consumer protection, and pollution control. These demands for new and better services call for training and preparation. A community college has the opportunity and, indeed, the responsibility to provide the resources of an institution of higher learning toward the accomplishing of these tasks. The Division of Public Services and the Department of Public Administration is but one of the ways Broward Community College is responding to the task of serving and assisting the needs of government.

The Public Administration Program, as it exists and as it is being developed, is designed to prepare students for careers at the executive and managerial levels in state and local public service. The program emphasizes a liberal education as the basis for the intelligent use of technical skills in administration and governmental research. The Program aims at a broad understanding of the goals and problems of Public Administration and how these relate to the technical specialities of

public administration: budget analysis, planning, organization and management methods, and personnel administration. The program is also valuable preparation for those who intend to work for public agencies or voluntary associations interested in the problems of government including unions, chambers of commerce, business corporations, farm organizations and citizens' research organizations. These are the goal and potentialities of a viable Public Administration Program.

Curriculum

The Public Administration Program is experiencing growth and is using part-time instructors at present. The instructors are academically qualified and have had considerable experience in public service. The program is presently designed so that a student may earn an Associate in Science degree or a certificate in Public Administration with a core course concentration of twenty-four hours in the field of Public Administration. Presently, there are nine core courses, of which four or five are offered each semester.

The immediate goals of Broward Community College's Public Administration Program are:

1. to offer academic courses and/or technical courses for the upgrading and retraining for those already in public service.
2. to provide introductory course offerings for students contemplating a possible career in the public service.

The first of these goals is being met in two ways. First, the curriculum presently devised is taught in conjunction with the educational program of the International City Managers Association. This serves to make the course content immediately applicable to the job situation of anyone already in the public service. In addition, the immediacy of the course content and the inter-relationship with ICMA makes Broward Community



College's Public Administration Program more cordially accepted by local governments who often provide tuition reimbursement for their employees, time off, or both.

The second way in which the first of the immediate goals is met is through an ongoing program of seminars focusing on issues relevant to local government; e.g. ecology, water management, pollution control, land use, zoning. The seminar program, funded through a Federal HUD grant, puts the knowledge and experience of experts on these various issues at the disposal of elected and appointed local government officials and public service employees.

Both of these thrusts at meeting the educational and vocational needs of those already in the public service will be expanded and further developed through more seminars and the Intergovernmental Personnel Act Funds by providing grant writing assistance and in developing a new training program in the local municipalities (29 in all) of Broward County.

The second immediate goal of Broward Community College's Public Administration Program is to provide introductory course offerings for students contemplating a possible career in the public service. Most of the students presently enrolled in the Public Administration Program are older students already in the municipal public service. Serious efforts will be made to interest students in considering public service as a career and Broward Community College's Public Administration Program as a way of pursuing this interest. The Department intends to pursue this issue by the following means:

1. by designing an A.A. Degree, University Parallel Program which would be basically, a liberal arts program, but one which would provide sufficient introductory courses in the field of Public Administration to acquaint the student



with the issues and with the idea of a possible career in the public service. This program would not be terminal, but would allow the students to pursue Public Administration or another major at an upper-division or graduate school without losing any of his lower division credits.

2. by working with the academic advisors in encouraging students to consider public service as a career. Students who have an expressed interest in political science, sociology, urban problems, etc. should be encouraged to enroll in a public service program.
3. by making presentations at local high schools to encourage young people to consider public service careers.

Evaluation of the Program

The program is now three years old. Evaluation is difficult because of the lack of follow-through in the program's development. An instructor's resigning and the Division of Public Services chairmanship's not being stable have created some problems. The present Division chairman, who also serves as area leader of Public Administration, has been on the job only since December, 1972. The small number of students that are taking classes are well motivated in that they are mostly older students who are returning to school while keeping a full-time job.

Teaching Methods

The instructors use a variety of teaching methods including games, buzz sessions and projects and testing methods from traditional examinations to requiring the students to do case studies of their respective organizations as administrative problems and in light of administrative theory.

Evaluation of Instructors

Students in the Program evaluate instructors by using the "Standard Evaluation" form used at Broward Community College. The most important student evaluation, however, in a program of this nature is the return enrollment of the older student. Presently, this enrollment is increasing.

Projections

Another contemplated development for the Public Administration Program is the institution of a Certificate Program to be designed mainly for those already in the public service who seek a shorter retraining and academic development program than the two-year degree program. It will be suggested that the Certificate be awarded upon the satisfactory completion of ten Public or Business Administration courses. This would provide immediate re-development and training without requiring the time of the extended academic program.

The demands on local government are increasing daily and Broward Community College should help to meet those demands by providing training and the development of professional skills of those in government. Meeting those demands requires that a professionally accepted Public Administration Program be developed in the Division of Public Services.

Secondly, it is required that local government be informed and acquainted with this program and that they develop confidence in it. Which requires in turn that the college maintain good relations with local government, develop good publicity, create a sound program and much hard work.

The Public Administration Department has an office in the Division of Public Services office area. It is hoped that this department will become an increasingly important educational part of the college enterprise maximizing its resources to provide significant service to the growth of the local community, especially in its political dimensions.



RADIOLOGIC TECHNOLOGY

SELF-STUDY REPORT

MARCH 1973

Chairman:

Shirley Frazier

RADIOLOGIC TECHNOLOGY

Purpose

The Broward Community College program for Radiologic Technology trains students to become technicians in diagnostic radiography. The field is rapidly expanding in its own area and progressing into specialty areas of nuclear medicine, radiation therapy, and other specialities such as sonography and xerography. Radiologic technology is a large and important component of the paramedical field, and enhances the allied health program offered by the College.

The radiologic technology program aims to provide competent floor technicians with adequate background, training, and initiative to go on into supervisory positions, specialty work, such as a radiologist assistant, or into education of future technicians. We have had two graduating classes, twenty-seven students, all gainfully employed. Of the second class of twelve students, seven scored in the ninety percentile range in their national registry examination and one failed. Comments received from the employers shows they are pleased with these College trained technicians; to the extent that they are asking for this year's graduates.

General Education Requirements

The general education requirements are directly tied into the program needs with requirements in English, communication arts, mathematics, psychology, and a social science. These subjects serve to form a well-rounded, fully-knowledgeable technician.

The majors in radiologic technology reflect directly on needed training. There are basic hours which must be met for accreditation. These are met in all instances and expanded where needed in order to develop a technologist of highest quality. The nursing procedure training is restricted to the basics for the radiographic department. If the students were required to take EMT 100, Emergency Procedures, they would be much better prepared to meet the occasional departmental emergency. These could be met with assurance and knowledge that would require months, perhaps years, to acquire under clinical conditions. Though life and death emergencies are not common in the radiographic department, they are a very possibility, especially in special procedures. Perhaps this course could be substituted for the social science elective now offered, or, even more realistically, the student could realize three credits in this area rather than in physical education.

The requirement of four semester hours in active physical education courses is a hardship to these students who must participate in 2700 actual hours of in-hospital-training in their thirty-month program. This is a basic physical requirement for entering the program. This acuity must be maintained or clinic performances would not be possible. Two physical education credits would be sufficient for these students who, from Term II of their first year until completion of the program have a minimum requirement of twelve hours per week in active clinical procedures. Approximately fifty percent of the students in this program are two or more years out of high school when they start and have responsibilities that most graduating high school seniors do not. Though they are health conscious and realize the benefits of participation,

scheduling and enthusiasm for these physical education courses is difficult, in spite of the wide variety of activities offered.

Selection of Students

Student selection is made from applicants who have taken the SCAT test, scored a minimum of 250 points on FTGPT, submitted three references, and had an interview with a member of the faculty. The selection is made by an admittance committee with representation from various schools within the College, including radiologic technology, and from the affiliated hospitals.

The enrollment has more than doubled in the three years radiologic technology has been offered through the College with the quality of the student in the program increasing with each year. In Term I, 1972 the program has thirteen graduating interns, twenty-two second-year students and forty-one freshmen. The Number of students accepted into the department is determined by the number of R.T.'s involved in the program on a three to one basis. The number of students accepted into the program is also limited by community need.

Teaching Methods

The department has a complete darkroom set-up for the developing of radiographs. There is a fully energized x-ray unit providing a complete laboratory for the student. In conjunction with a phantom patient, with tissue and bone equivalent attenuation properties, the student may participate in actual experiences without patient involvement. Experiments may be conducted, films taken, techniques varied and the outcome evaluated without unnecessary radiation exposure to anyone. The effectiveness of the use of this equipment can be best evaluated by student performance in the hospital department of radiology.

Tests and Examinations

Testing is based on two main criteria: performance and written test. Some students will excell in book work, but are unable to meet the minimum standards of performance when placed in a clinical situation. Written tests are a means of evaluating knowledge gained, but are also used as a preparation for the written examination that must be taken for national registration. These students can complete their required courses, receive an A.S. degree, but cannot demand a registered technician's salary until they have successfully completed the registry examination.

Faculty

The faculty consists of one full-time instructor, who is a Radiologic Technologist (American Registry of Radiologic Technologists) and has a baccalaureate of science. There are two hospital affiliates who are Radiologic Technologists, and four part-time faculty: two M.D.'s, one in radiology and one in radiation therapy; two R.T.'s (A.R.R.T.) in nuclear medicine. The program uses the R.T.'s working in the affiliated hospitals as resource people while the student works under their supervision. These people are hospital employees.

Library

The library sources at the College are limited. The library has allowed all the volumes they have available in this field to be moved to the Hollywood Center where the XR courses are given. Limited library funds and the demands of areas with a much greater enrollment prohibit the purchase of many books with a limited demand. The Radiologic technology department has supplemented the library holdings

and, though far from being extensive, the supply of quality books in the field is increasing. The public libraries have nothing to offer in the field of radiologic technology.

Physical Facilities

Radiologic technology offers all its programs and has the energized unit at the Hollywood Center. The facilities were designed to this end and offer an efficient work and classroom area.

Projections

Radiologic technology could make better use of core curricula in the allied health area. Though some courses must devote themselves to the study of radiologic technology and its specific techniques, others, such as anatomy, nursing procedures, and medical terminology will fit into the curricula necessary to other allied health fields. The EMT 100 course would be useful as a part of the core curricula in allied health programs. The general education of the student has already been standardized and integrated with the departments involved; i.e. English, mathematics and science. The same integration could be accomplished in the allied health programs with a core curricula, common to all areas, and clustering around this core the courses that would be common to a few of the programs. Because of their divergent natures, some courses would continue to be required for the student in a given field.

The radiologic technology program, still in its infancy at the College, has a promising future. Affiliation with two additional hospitals, use of their facilities and R.T.'s as resources, and their acceptance for accreditation, has facilitated future growth. Staff

needs within the department will depend to a great extent on the use of core curricula. A ten-year projection could readily see the diagnostic program more than doubled, to one hundred and fifty students. The growth of the area and its transient population would support the need for a graduating class of fifty students. With the exception of Barry College and its proposed program in Radiologic Technology, Broward Community College is the only college-based program in Dade, Broward, and Palm Beach counties.

The degree of expansion into the specialty fields will be somewhat dependent on available faculty and clinical training areas. The need for technicians in radiation therapy and nuclear medicine is immediate. The requirements of the registry for radiation therapy seem a bit unrealistic at present but are being reassessed. Attempts to establish an interim program in radiation therapy have been rejected by the registry, but the need and the urgency felt by local radiation therapists prompts further action.

The knowledge of radiation, sophisticated machines, and techniques grows by the hour; its medical applications mutliple with this knowledge. The College shall keep pace.





READING AREA

SELF-STUDY REPORT

FEBRUARY, 1973

Chairman:

Pearl Nitka, 1971-72
Jean Tracy, 1972-73

READING AREA

Philosophy and Goals

In harmony with the philosophy of Broward Community College, the Reading Area is committed to the ideal of the worth and dignity of the individual, and to a responsibility for implementing the individual's pursuit of worthwhile goals.

More specifically it is the belief of those in the Reading Area that skill in reading is a prerequisite to success in academics and is closely correlated with the capability of functioning efficiently in society. It is a further belief that such skill in reading can be acquired, developed and enhanced in a college reading program.

Accepting each incoming student at his existing level of proficiency in reading, as indicated by results of standardized tests and informal observations, instructors in the Reading Area provide a developmental classroom structure within which each student may pursue an individualized prescriptive program of reading skill development.

Utilizing the research findings of the behavioral scientists, the Reading Area provides a classroom climate of positive reinforcement, in which a student is assigned tasks of sufficient difficulty to present a challenge but which will allow the student to operate within a framework of success, at a pace in accord with his internal physiological and psychological time-table. Dividends of enhanced self-concept and a more affirmative attitude of the student are evident.

The production of such dividends, which accrue towards sound mental health, is a goal of the Reading Area.

Student Enrollment

Students who measure below the thirtieth percentile on the Florida twelfth grade placement tests are directed by academic advisors to enroll in a reading course, English 093, before attempting a college level English course. Some additional students recognize the need to improve their overall reading ability and voluntarily enroll in English 093. In the latter group there are a number of post-teen adults who have decided to return to school after a period of years. They are often prompted by high inner motivation for self improvement, ambition to succeed in a career, and/or eagerness to learn.

Students who test above the fiftieth percentile on the Diagnostic Reading Test, a standardized reading test with nationally established norms, may enroll in the advanced reading course, English 105, designed to further perfect reading skills which are better than average.

The number of students enrolled in reading courses has increased from year to year in a pattern which correlates with the student body growth of Broward Community College. The following figures illustrate this trend:

Term I, 1968	Reading Enrollment by Course	Total
	351 in 093	363
	12 in 105	
Term I, 1972	565 in 093	591
	26 in 105	

Inasmuch as the 090 courses were designed to provide an adequate foundation for college level, academic work, and since most students in the reading program are enrolled in English 093, the heaviest enrollment of students in the Reading Area occurs in the fall, or Term I of each year. It is at the beginning of this term that academic advisement is mandatory for incoming freshmen; students who are identified as having deficiencies in their reading skills are advised to take English 093.

Course Descriptions

There are three courses in reading at Broward Community College.

- (1) English 093, Reading Communications, is designed to prepare incoming students who are weak in reading skills for freshman equivalent or 100 level courses, or sophomore equivalent or 200 level courses.
- (2) English 105, Advanced Developmental Reading, I, attempts to perfect better than average reading skills, in terms of rate and comprehension.
- (3) English 106, Advanced Developmental Reading, II, places emphasis upon analytical or critical reading and thinking skills.

Evaluation of Courses

At the end of each academic year, the results of pre- and post-tests of the Diagnostic Reading Test are compiled and subjected to statistical analysis by Broward College's Computer Services. Results indicate that eighty percent of the students taking reading gain at least two years in reading grade levels during the semester enrolled.

In addition, students gain an average of twenty-three percentile ranks in comprehension, twenty-seven percentiles in vocabulary, and one hundred words per minute in speed of reading.

Despite the average or overall gains made by students, instructors in reading believe English 093 sufficiently meets the needs of only those students in the middle range of abilities. The span of abilities currently enrolled in 093 is so broad that the needs of the severely retarded readers as well as the needs of the relatively proficient readers are virtually neglected.

A suggested possible solution to the problem of such a wide range of abilities that testing be conducted prior to registration so that students might be placed in a section with students of homogeneous abilities, with the awareness that heterogeneous grouping on the basis of one or two factors.

Since the requiring of English 093 as a co-requisite of English 095, the inclusion of these conscripted students has resulted in lower percentile increases. Prior to this requirement, average gains in vocabulary and comprehension were approximately six percentiles higher, as indicated by administration of standardized tests.

Enrollment in English 105, Advanced Developmental Reading, I, is small. Several factors which probably contribute to this limited enrollment:

- (1) The high entrance qualification requirement (a score at or above fiftieth percentile on the Diagnostic Reading Test) limits the number of possible candidates.
- (2) Students receive only one credit upon completion of the course.
- (3) The amount of time which must be invested by the student taking the course is equivalent to the amount of time he would normally spend in a three-credit course. He spends one and one-half hours in class each week with an additional one and one-half hours required in laboratory work.
- (4) The one credit yielded by this course is not automatically transferable to all four-year institutions. In Florida, the University of Florida, which conducts its own reading program, does not accept credit in reading from other schools. Florida

Atlantic University either accepts or declines transfer of credits in Reading from BCC on the merits of the individual circumstances.

Students enrolled in English 105 typically fall into three categories. The first consists of students who are highly motivated toward goals of self-improvement, have high academic ambitions of a long range nature, and who usually display a high aptitude for learning. The second category includes students who need one credit for a degree at Broward College, who find this course convenient, and who meet minimum entrance requirements for the course. Third, students in the Honors Program, are frequently assigned to English 105.

Since enrollment in English 106, Advanced Developmental Reading, II, must usually come from the small number of students who have successfully completed English 105, there is seldom enough student demand to form a class in English 106.

In view of the widespread public interest in reading at all levels, and considering the popularity of commercial sponsored reading programs designed to produce high speed readers, it is surprising that English 105 has not become more popular. There are several possible reasons for this. First, English 105 is not required, and students are under much pressure to meet program requirements and to include as many electives in their professional fields as possible. Second, course descriptions of English 105 have traditionally been written in such a way as to give the impression that English 105 is for those students who need development reading skills.

It is felt by the instructors in the reading department that several steps could be taken to increase the popularity of English 105:

- (1) English 105 could be elevated to the status of a three credit course. The granting of three credits would be more in keeping

with the time which students must devote each week to fulfillment of course requirements.

- (2) A request could be made of other state supported institutions of higher education that they consider automatic transfer of credit for English 105 and English 106. The reasons for this request could be substantiated with statistical information as to test scores of students completing the courses and/or perhaps a follow up study of English 105 students from Broward Community College.
- (3) Course descriptions for publication purposes should be worded so as to give the impression that English 105 is designed to enhance and further perfect the reading skills of better than average students who aspire to professional status or high academic achievement. The course description should also mention that reading speed improvement, along with maintenance of comprehension, is the focal point of the course.
- (4) Academic counselors should be alerted to the fact that English 105 is for better than average students who aspire to high academic achievement or whose careers would necessitate extensive reading requirements.
- (5) Those concerned with the setting up of academic requirements within departments should be notified as to the benefits which students within their departments might realize as a result of taking English 105.

Since English 106 is a function of the success of English 105, no specific attempt would be needed to enhance the status of English 106.

Grades

Using grades granted during the four terms - Terms I, II, IIIA, and IIIB - of the academic year 1971-72, a comparison has been made of grade distribution of all grades granted within the Reading Area as well as grades conferred by all departments within the institution of Broward Community College.

Grade Distribution for 1971-72 in Percentages

	<u>A</u>	<u>B</u>	<u>C</u>	<u>Total</u>	<u>D</u>	<u>F</u>	<u>WF</u>	<u>XF</u>	<u>Total</u>	<u>W</u>	<u>WT</u>	<u>WP</u>	<u>I</u>	<u>AU</u>	<u>NG</u>	<u>Total</u>
BCC	17	24	20	<u>61</u>	5	3	.3	.2	<u>8.5</u>	20	.7	2	4	2	1	<u>29.7</u>
Reading	16	22	15	<u>53</u>	0	0	2	0	<u>2</u>	20	.2	.6	2	2	20	<u>45</u>

The structure of the grading system used within the Reading Area differs from that used within the college as a whole. Reading grades consist of "A's," "B's," "C's," and "NG's," eliminating both "D's," and "F's." This substitution of "NG's" for "D's" and "F's" is to provide a protection for the grade point average of incoming students who are deficient in basic reading and study skills.

Differences in grading systems used in Reading and the institution as a whole restrict the number of interpretations which may be made in comparison of percentages.

Teaching Methods

All reading classes offer a structured classroom program complemented by an individualized laboratory experience. Classroom time is devoted to testing or evaluation; to interpreting for the students their tests scores in terms of strengths and weaknesses in reading with special reference to comprehension, rate and vocabulary development; to setting up an individualized, prescriptive program of laboratory exercises so that each student may increase his reading skill improvement in the laboratory; to conducting group exercises in reading, using machine acceleration as well as standard reading materials; to developing vocabulary through presentation by the instructor as well as discussion and group activities of the students; and the encouraging by the instructor of group cohesiveness of the students and the involvement in common goals.

Laboratory experiences of the students are based upon individual requirements. Typically the 093 students use the Craig Reader for developing proficiency in use of Latin and Greek prefixes, suffixes and roots; the Controlled Reader for overall skill development and incorporating

rate; Science Research Associates' Power and Rate Builders; Reading Accelerators; and Shadowsopes. English 105 students use the advanced levels of these materials along with other developmental activities.

Since reading is basically concerned with development of skills, most of its classroom and laboratory activities can be expressed in terms of behavioral objectives. The format follows essentially the sequence of evaluation, instruction or presentation by the instructor, practice by the student, and evaluation.

The instructor keeps a record of the progress of each student, and the student maintains his own record for personal use.

After pre-testing at the beginning of the semester, students are assigned appropriate levels of materials with which to work, difficult enough to present a challenge but easy enough to allow for success. Students are made aware of their successes and encouraged to move forward as rapidly as they can.

The Reading Faculty

The four faculty members of the Reading Area - three at Central Campus and one at North Campus - all have Master's degrees. The highest number of graduate credits held by a faculty member is eighty-one past the Master's level. Age span of instructors is thirty years, and the number of years of teaching experience varies correspondingly. Experience in work other than teaching is considerable and diverse, including several areas of business administration, financial management, personnel management and diagnosis of learning disabilities.

One faculty member is now a candidate for a Specialist in Education degree at the University of Miami.

Research

Even though there have been large accumulations of test scores obtained from administration of the Diagnostic Reading Test, and even though the College computer services have compiled these scores to determine average student gain in reading, no formal research has been undertaken by those in the Reading Area.

Lack of research can be attributed to concentration of faculty members upon teaching responsibilities as matters of first concern.

There has been, however, an increasing interest on the part of instructors in reading, in participation in research as a means of sharing with others in the field their particular findings. It is anticipated that within the next few years Broward Community College's Reading department will have substantial contributions to make to research in reading.

Additional Courses Planned

At the present time a course is being formulated around the basic objective of training personnel to deal with reading instruction in junior and senior high school. Personnel concerned with reading instruction in the secondary schools might fall into a number of categories - certified teachers in a variety of content areas, para-professionals who are assisting in the instructional program on the secondary level, and undergraduates who are taking teacher training courses.

Approval from the Florida State Board of Education will be obtained for the granting of two college credits for this course in reading, English 105-106, with the requirement of thirty hours of class time.

With the assistance of Albert Robertson, Director of Federal

Programs and Development at Broward Community College, application will be made for a government grant to cover students' tuition costs and specified operational expenditures. Money will be requested to pay for needed books, tests, audio-visual aids, supplies, as well as costs involved in bringing in reading specialists.

Credits would be applicable toward an associate's degree, bachelor's degree, teacher certification, or the maintenance of recency of credit requirements.

Usage of Library Facilities

As advocates of effective reading, instructors in the Reading Area recognize a responsibility to acquaint their students with the resources available to them within libraries in general and at Broward Community College specifically. Emphasis is upon reference tools and research-oriented publications in a variety of professional fields.

Librarians at Broward Community College cooperate by giving a one-hour introduction to library usage and materials, and identify themselves as partners in students' educational endeavors.

Students in reading are directed to selected reference and research tools housed within the library. Assignments are given so that students' personal interests and ambitions are given consideration. Evaluation is made with assigned grades so that the library unit is given the importance it deserves.

The Laboratory

One of the outstanding features of the reading program at Broward Community College is its well-equipped and attractive Reading Laboratory. With equipment to accommodate forth students at any given time, the laboratory provides opportunity for students to improve reading skills

with materials of their own choice, and to complete regular study assignments in an atmosphere conducive to learning.

Mechanical and electrical contrivances, as well as printed materials designed to facilitate reading proficiency have already been listed (page 8).

An additional feature of the Laboratory is its well-stocked and diversified library. This collection is significant in size and variety of reading materials. It contains magazines, hardback books, and paperbacks - with an outstanding collection of science-fiction materials.

This library is appealing to the students because of the absence of checkout requirements and limitations; any book may be taken out for an indefinite period of time.

While some books removed by students do not return to the library, donations continue to swell the shelves. Book borrowers, particularly the most frequent, tend to become even more prolific donors. Citizens within the community, when they become aware of the laboratory library, often donate books.

The library has been virtually self-sustaining.

Implications for the Future

The staff of reading instructors feels that courses in reading on the college level should be elevated to a status of high importance. This feeling is based on the generally accepted premise that reading is virtually synonymous with thinking and involves the total entity of the individual student.

Further, ability to read is a rather fundamental requirement of our society. If one accepts the premises that reading and thinking

are essential features of the student and citizen and that colleges are devoted to the development of both student and citizen, then reading could be interpreted as a basic tool of higher education.

A course in reading would then become not an apology for the educational ambitions of prior pedagogues, but rather an acknowledgment of the on-going nature of human development.

REAL ESTATE

REAL ESTATE & BUSINESS LAW AREA

BUSINESS ADMINISTRATION & ECONOMICS DIVISION

SELF-STUDY REPORT

FEBRUARY, 1973

Chairman:

Timothy Donohue



REAL ESTATE

Purpose and Objectives

The Real Estate Program, considered as a whole, is an attempt to meet the requirements of the local community. It is apparent from experience and observation that the local area is one of the biggest and busiest real estate markets in the United States. The Real Estate Program is, therefore, designed to meet specific needs of local community members by offering specialized courses such as those currently offered, and ultimately to provide the A.S. Degree, which will provide comprehensive knowledge concerning real estate to students, full or part-time investors, and prospective members of the real estate profession. The present courses meet and the projected courses will meet the requirements of the local community. The response to the current courses can be properly described as startling. Enrollment has been far beyond any expectations or projections.

General Education Requirements

No particular requirements are established for students. Thus, any student may take any real estate course which is currently offered. As the A.S. Degree Program develops, certain courses will require pre-requisites. In addition, the general education courses listed are concurrent requirements for the A.S. Degree.

EXAMPLES OF ENROLLMENT

<u>Course No.</u>	<u>IIIB (first 1969-70 offered)</u>	<u>1970-71</u>	<u>1971-72</u>
BA 190	121	1,088	1,802
BA 191	---	---	89
BA 289	---	---	80

(Note: 191 and 289 began with Term II, 1971-72)

ENROLLMENT COMPARISON

<u>Term I 1970</u>	<u>Term I 1972</u>
BA 190 - 421	BA 190 - 632
<u>Term II 1971</u>	<u>Term I 1972</u>
BA 191 - 20 (first class)	BA 191 - 86
BA 289 - 80 (first class)	BA 289 - 60
	BA 296 - 53 (first class)

It is difficult to judge accurately the quality of the students involved in current real estate courses since the courses attract a broad spectrum of individuals highly varied in age, background, and experience. Since current courses are essentially required for passing State of Florida exams in various fields of real estate, the students are, regardless of ability, motivated. More than 90% pass the State exams, so the calibre of performance has been good. The State-wide average is approximately 75%.

Grade Comparison

Any grade comparisons between real estate students and the overall college grade averages are of no value since 80% to 100% of the students in classes in real estate enroll for audio only. As the A.S. degree program develops it is anticipated that a much larger percentage of students will begin taking the courses for credit. This trend is already evident.

Courses

The Real Estate Program is a rapidly expanding area of study at BCC. At the present time, two basic subjects are being offered. BA 190, and BA 191. Additionally, two new courses have just begun: BA 289 and BA 296.

BA 190 is a general course required by the State of Florida prior to taking the Florida State test for a salesman's license while BA 191 involves Real Estate Law. BA 289 involves Mortgage Brokerage and BA 296 involves Real Estate Investment.

The College administration has approved a proposed A.S. Degree in Real Estate. This is a two-year program which will be implemented, hopefully, within the next two years. The major obstacle against rapid and full implementation is the difficulty in obtaining competent, qualified instructors.

Courses are precisely related to the aims of the Division and the College, i.e. meeting community needs, as indicated from the enrollment figures. New courses will be added in the A.S. Degree program as competent instructors are obtained and the full program is put in operation.

Discussions are currently underway in regard to providing courses required for the Real Estate Appraisers (SRA), and an effort will be made to open these courses as soon as possible.

Methods of Teaching

Lecture method with class discussion predominates as the method of teaching. Since current course material is largely dictated by the nature of the State examination, the general problem in teaching is to explain to the student those concepts necessary to pass the examination. Experts in various areas of real estate are available in the local area and, at times, are invited to lecture on their particular specialty, e.g., tax assessor, abstract searcher.

Because the courses involve basic real estate concepts, they focus on the instructor's getting the student to understand these basic concepts and principles. Through lectures, discussion, and problem solving with the class, e.g., problems concerning millage, documentary stamps, closing statements, property descriptions, the students appear to be gaining the required knowledge.

Instructors are evaluated by each class on a standard BCC evaluation. This normally provides adequate information as to the instructors' capability.

Tests

Tests of all types are administered. In general, the tests are designed in the same manner as the State of Florida examinations. Thus the tests include essay, fill-in, true-false, matching, and actual problems concerning millage rates, property descriptions, and tax stamps.

The current testing program appears to be adequate, and the students appear to believe that the local tests are probably more difficult than the State tests.

Grade distribution in relation to the College as a whole is not the best measure of effectiveness. A better test is how many students pass the State examinations. Presently, with 90% or more passing the State exams, despite the disparate backgrounds among students, results indicate an adequate testing program. Further, the majority, from 80 to 100%, of students currently enrolled audit the courses.

Faculty

The Area Leader holds B.A. and J.D. degrees, has seven years teaching experience and is a member of the Bar of the State of Florida. Another permanent faculty member holds B.A., M.B.A. and J.D. degrees, has thirteen years teaching experience and is a member of the Bar in Missouri and Florida. He also holds a Real Estate Salesman's license. A third permanent faculty member was added in August 1972. He holds B.S. and M.B.A. degrees, a Real Estate Salesman's license and has three years experience. A fourth permanent faculty member who holds B.S. and M.B.A. degrees, with twenty years teaching experience and a Real Estate Broker's license, is primarily involved in teaching management but is also available to teach some real estate courses. All other instructors are part-time instructors who are either local attorneys, judges, real estate brokers or mortgage brokers. The College is fortunate in having nearby, talented, capable part-time instructors who will devote their time and efforts to teaching.

Library

Library resources are adequate in all respects. Current courses do not require library research although sufficient material is available. As the A.S. Degree program progresses, more materials will be needed in the library, but funds are adequate and no problem in this area is expected.

Physical Resources

Faculty members have individual offices. Offices, classrooms, and equipment are completely adequate. All types of visual aid equipment and television are available.

Projections

As the new A.S. program is implemented, it is probable that a new permanent faculty member may be required. Unknown presently is the number of students who will be interested in specializing in real estate after taking the required BA 190 course. In any event, local real estate specialists are available for instructors as the program develops. Should the need be apparent, a permanent member could be added.

PROPOSED

REAL ESTATE PROGRAM (A.S. DEGREE)

1. A grade point average of 2.0 or better.
2. Completion of the following courses in General Education:

ENG 095 or 101	3
ENG 103 or 104	3
PSY, SOC, or SPEECH	3
ECO	<u>3</u>
	12

3. Completion of the following courses in Business Administration:

BA 100	INTRO TO BUSINESS	3
BA 150	BUSINESS MATH	3
BA 190	INTRO TO REAL ESTATE PRIN & PRACTICES	3
BA 191	LEGAL ASPECTS OF REAL ESTATE I	3
BA 192	REAL ESTATE APPRAISAL I	3
BA 193	REAL ESTATE FINANCE	3
BA 194	REAL ESTATE ECONOMICS	3
BA 195	PROPERTY MANAGEMENT	3
BA 290	PRIN OF REAL ESTATE	3
BA 292	ADVANCED ASPECTS OF REAL ESTATE LAW	3
BA 293	REAL ESTATE APPRAISAL II	3
BA 294	REAL ESTATE EXCHANGE AND TAXATION	3
BA 295	REAL ESTATE ADVANCED PRACTICES	3
ELECTIVES		<u>9</u>
		48

4. Completion of four semester hours of
PHYSICAL EDUCATION ACTIVITIES 4
- Total Semester Hours 64

Enclosure #1

PROPOSED NEW COURSES OF STUDY IN REAL ESTATE

With the addition of these courses, the Division of Business Administration and Economics will be able to and intends to foster programs; degree, certificate, and public service. Any future degree program will, in addition to including various combinations of these specialized courses, include the basic degree requirements of B.C.C.

BA 191 LEGAL ASPECTS OF REAL ESTATE I - 3 Hours

Prerequisite: Real Estate Principles BA190 or substantial real estate or escrow experience. This course covers the elementary concepts of real estate law and practice in Florida. Subjects covered include: property classes, estates, leaseholds and ownership, easements, transfers, escrows, contracts, zoning, broker's regulations, license law, and title insurance.

BA 192 - REAL ESTATE APPRAISAL I - 3 Hours

Prerequisite: BA190 or consent of instructor. The appraisal process will be examined and applied in an analytic approach to determine residential property value on a cost, market, and income basis. Consideration will be directed to such factors as neighborhood and site analysis, residential style and functional utility, building cost estimates and depreciation.

BA 193 - REAL ESTATE FINANCE - 3 Hours

Prerequisite: License or BA190. This course covers methods of financing real estate: i.e., conventional loans, government insured loans such as FHA or GI. The second half of the course includes essentials of real estate values.

BA 194 - REAL ESTATE ECONOMICS - 3 Hours

Prerequisite: Consent of instructor. A practical study of the economic trends and factors influencing real estate. Topics include real estate market analysis, growth and structure of cities, subdividing and building, appraising and finance. National, state and local government regulation affecting the real estate market will be considered.

BA 292 - ADVANCED ASPECTS OF REAL ESTATE LAW - 3 Hours

Prerequisite: BA 190, BA 191 or Real Estate Broker or Salesman License, or Practicing Attorney, or Escrow Officer. This is a course for persons interested in the more advanced legal aspects of real estate problems. The course assumes a basic knowledge of the elements of real estate law. Subjects covered include: real estate contracts, probate proceedings, trusts, leases, tract maps, legal descriptions, litigation, finance trust deed provisions, mechanic's liens, loan laws, cooperative projects, condominiums, and business regulations.

BA 195 PROPERTY MANAGEMENT - 3 Hours

Prerequisite: BA 190. An examination of the professional handling of income producing properties, including leasing, tenant relations, collections, advertising, maintenance, and accounting for commercial, industrial, and residential properties.

BA 293 REAL ESTATE APPRAISAL II - 3 Hours

Prerequisite: BA 292. Combination of lecture and case approach to commercial appraisal with emphasis on income approach, in particular the estimation income and expense and the capitalization of net income into a value indication.

BA 294 - REAL ESTATE EXCHANGE AND TAXATION - 3 Hours

Prerequisite: Six hours in real estate subjects or license. This course is a study of the taxation in real estate investment and sales. Recent legislation concerning Federal Income Tax which affects real estate is included. Detailed examples are given concerning exchange methods in transferring real estate ownership and its relationship to taxation.

BA 295 - REAL ESTATE ADVANCED PRACTICES - 3 Hours

Prerequisite: BA 190 sequence or consent of instructor. An advanced course developed especially for real estate licenses or persons employed in real estate services to increase their knowledge and improve their knowledge and improve their competence in four specialized areas of real estate operations: (1) the use and completion of selected real estate forms; (2) Title and escrow procedures; (3) residential construction and design; and (4) investment and commercial properties.

Lecture: 3 hours.



RESPIRATORY THERAPY TECHNOLOGY

DIVISION OF ALLIED HEALTH TECHNOLOGY

SELF-STUDY REPORT

MARCH 1973

Chairman:

Fred McMurtrie

RESPIRATORY THERAPY TECHNOLOGY

Basic Beliefs

Respiratory Therapy Technology is that part of the total curriculum related to the study and to the practice of the science and art of respiratory management.

The Department of Respiratory Therapy believes that learning is a process whereby new knowledge and experience are incorporated into the unique perceptual field of each student, and is a manifestation of a change in behavior and best achieved when theoretical content is sequential and is reinforced by clinical application. Further, the department believes that, when principles as guides to action and the problem solving approach are emphasized, the learner develops the ability to perform effectively in new and varied therapy situations. Faculty and students participate in the process of evaluation, considered in terms of the established objectives of the program.

The purpose of the associate degree program is to educate men and women to function as a professional therapist in giving direct patient care in hospitals and other community health agencies. Toward this end the following objectives have been established.

1. To develop that knowledge and those basic skills the graduate should possess to function as a professional Respiratory Therapist in giving direct patient care and in participating in the total health program in the community.



2. To develop professional and social growth into acceptable and satisfying relationships with other members of the health team.

3. To develop the ability to communicate effectively with the patient and other members of the health team.

4. To develop the ability to assist in maintaining a safe, comfortable and therapeutic milieu for the patient.

5. To develop the ability to identify and evaluate patient needs and pulmonary problems.

6. To develop the ability to plan Respiratory Care in view of recognized needs and problems.

7. To develop the ability to perform the diagnostic, therapeutic and supportive measures indicated by Respiratory Therapy treatment.

8. To develop the ability to evaluate and modify a Respiratory Therapy treatment.

9. To develop the ability to utilize available resources for health services in the community.

10. To develop the ability to evaluate his own development and to take appropriate action to assume his personal and professional growth.

Selection of Candidates for Respiratory Therapy Major

Enrollment is selective and limited in number. The applicant must fulfill the general requirement for admission to the College. The selection of students as candidates for the Associate in Science Degree is based upon the following additional factors:

1. Evidence of good physical and mental health.

2. Satisfactory high school and college transcripts including a 2.0 grade point average in all college courses previously attempted.

3. Acceptable score on Florida Twelfth Grade Placement Test and/or the School and College Ability Test.
4. Satisfactory interview with department faculty.
5. Acceptable letters of reference from employers, where applicable, and letters of personal recommendation.
6. Admission Committee approval.
7. It is recommended that applicants have completed high school courses in chemistry and biology, although applicants without this background will still be considered for admission.

Upon electing and upon acceptance as a major, the student is strongly encouraged to follow the recommended course program as described in the college catalog.

Courses Relationship to the Aims and Services of the Department

All courses that are required for a degree in Respiratory Therapy Technology are precisely related to the aims of the department. These courses are sequential. The Respiratory Therapy major is expected to complete all courses with a minimum grade of "C".

Methods of Teaching

Respiratory Therapy is a technology requiring scientific knowledge, manual dexterity, judgment, decision making and psychological patient approach. To fulfill the development of these skills in students the methodology is twofold: Didactic and Practicum.

The Didactic Approach: The primary function of the didactic approach is to provide the student with an avenue for the transfer of knowledge. By this means, the instructor is able to give to others

that which he has acquired by his own experience. The instructor presents information in a number of manners:

1. scientific reports, texts, journals, and personal research data
2. instructions
3. lectures

The department's didactic approach follows Alan H. Monroe's suggestions for informative speaking:

1. organization of materials, visual aids, and the development of the presentation
2. attention step: an attraction of attention to the theme of the presentation
3. need step: an explanation of value to student of the presentation
4. satisfaction step: the information itself

The department of Respiratory Therapy employs nearly every type of audio-visual aid in order to secure a clear understanding of the ideas presented. Among the types of audio-visual aids used are:

1. transparencies
2. chalk board illustrations
3. demonstration programs
4. slides
5. records
6. films, and television tapes
7. outlines, graphs, charts
8. "Hook and Loop" visuals
9. models, construction and observation types

As a result of the didactic approach, the student is given opportunities for inspiration for further erudition and personal research.

The Practicum Approach: The practicum approach provides the student with an opportunity of applying knowledge from the didactic portions of the programs. The main aim of the practicum permits the student an opportunity of direct participation under the direction of a supervising instructor. The practicum approach is designed to inform, to stimulate, to convince and to actuate the student's motivations towards the subject or purpose.

Further in the Practicum Approach, the student is permitted to learn by a process of "role playing". By continual "role playing" under supervision in the clinical situation, the student is given an opportunity to develop manual dexterity contemporaneously with an opportunity to develop skill in decision making and judgment. Another important Practicum Approach provides the student an opportunity to develop an awareness of the importance of psychological patient approach.

General Departmental Effectiveness

Most of the instructors in the Department of Respiratory Therapy use the school evaluation form in order to ascertain teacher effectiveness.

Other methods of evaluations include:

1. direct feedback from students
2. observation of other members of the health team (nurses, physicians, and other technicians.)
3. observation of medical director
4. feedback from the examination board of the American Registry of Inhalation Therapist (ARIT)
5. feedback from patients

Tests and Examinations

Written tests are given in every course offered in the Respiratory Therapy program. These tests are used to assess the student's cognitive knowledge of the subject and the student's ability to manipulate knowledge in given situations. In most courses these tests are employed as diagnostic measures of student achievement.

These tests are made up of the traditional objective-multiple choice and true-false questions as well as the more subjective short answer and essay questions.

Oral tests are given in many of the practicum courses. These oral tests fulfill two purposes:

1. to assess basic cognitive knowledge and manipulative skills in therapy situations.
2. to prepare student for oral examination for the American Registry of Inhalation Therapy.

Distribution of Grades

Grades in Respiratory Therapy classes exhibit a higher percentage of A's and B's than grades distributed throughout the college. This greater percentage of higher grades is a result of the following:

1. Student has chosen the profession
2. Students must maintain minimum grade of "C"
3. Students are selected

High interest in the program and enjoyment of the classes lead the student to greater erudition and participation which in turn is reflected in the high grades earned.

A comparison of college-wide distribution with Respiratory Therapy grade distribution follows:

GRADE DISTRIBUTION

Term I 1971-72

GRADE	COLLEGE %	COLLEGE ENROLLMENT	RESPIRATORY THERAPY %	RESPIRATORY THERAPY ENROLLMENT
A	14.9	5,333	30.6	26
B	23.0	3,267	31.8	27
C	20.5	7,355	18.8	16
D	5.4	1,944	5.9	5
F	2.9	1,027	0	0
F-XF-WF	.6	221	0	0
WP	24.2	8,676	10.6	9
I	3.6	1,294	2.4	2

Term II 1971-72

A	17.1	5,706	39.1	25
B	23.4	7,784	39.1	25
C	19.7	6,546	7.8	5
D	.5	1,654	0	0
F	2.9	969	0	0
F-XF-WF	.6	154	0	0
W-WP	22.6	7,488	14	9
I	3.2	1,052	0	0

Term III - A & B Combined for Term

A	20.9	1,512	37.5	12
B	27.6	1,999	31.2	10
C	17.3	1,253	25.0	8
D	3.6	258	0	0
F	1.5	109	0	0
F-XF-WF	.3	19	0	0
W-WP	16.1	1,173	0	0
I	6.4	466	6.3	2

Growth in Enrollment

The school of Respiratory Therapy was established under the Medical Director Robert Panero, M.D. in 1968. Initially the program had an enrollment of seven students. In 1972, the beginning enrollment was fifty students including freshman and sophomore classes.

Faculty

The faculty for the department of respiratory therapy consists of one-full time member, five affiliated members, four active volunteer physicians, and a medical director. All instructors are either registered inhalation therapists or medical doctors. The full-time faculty member was a graduate of the second graduating class of this program.

Library

Most books pertinent to the department of respiratory therapy are in hospital libraries. The department of respiratory therapy has approximately three hundred and fifty texts. The Respiratory student may also use the physician's medical library which contains about six hundred texts and the most important medical journals. To further the general knowledge of applied sciences the respiratory students use the main library sources on Central Campus. The successful student frequently uses these three libraries which offer him a wide range of information to stimulate the student's interest and build current knowledge.

Improvement of Faculty Effectiveness

The field of Respiratory Therapy has been accepted and developed primarily by community colleges and junior colleges. Few upper division schools have followed the community college lead in developing upper division studies in Respiratory Therapy. Most of staff members at BCC are promoting upper division studies with Florida International University.

Physical Facilities

Our affiliate hospital, Broward General Medical Center, provides adequate space. An old emergency room has been converted into a classroom for the department of respiratory therapy. This classroom

can accommodate forty students comfortably. The department also has several smaller classrooms for smaller group studies, an office for the area leader, and an adequate space for the departmental library. In practicum courses students are permitted in most areas of the hospital under supervision.

Future Development of the Respiratory Department

At present the department of respiratory therapy is adequately providing enough respiratory therapists for the Broward County area. The emphases of this program are not based on the growth but in the quality of the program. The department's priorities will be to provide the student with up-to-date audio-visual aids and respiratory equipment in a field that is undergoing rapid change and growth.



SECRETARIAL SCIENCE DEPARTMENT

BUSINESS ADMINISTRATION AND ECONOMICS AREA

SELF-STUDY REPORT

FEBRUARY, 1973

Chairman:

Eleanor Iddings

SECRETARIAL SCIENCE

The Secretarial Science Department is included in the Division of Business Administration and Economics. The staff consists of nine full-time and four part-time instructors. A department head is appointed on an annual basis. Twenty-one courses of instruction are offered. Students may take individual courses or follow one of the suggested programs leading to a degree or certificate.

The department believes it plays a vital role in the institution's program. The aims developed are compatible with the philosophy of the College. The purposes of the institution are foremost when designing programs to meet the needs of the community. The staff members are convinced that the College is serving a worthwhile purpose in education and that the contributions of the department help enhance its growth and development.

Purposes of the Department

Statement of Purposes

The fundamental purpose of the Secretarial Science Department is to help the student realize his capacity as an individual, capable of meeting the moral, social, economic, and emotional problems of life.

Specifically:

1. To further the maturity process of students who enter under the open-door concept of the community college.
2. To help each student develop the type of personality which will result in effective human relationships in business and society.
3. To develop and/or refine marketable skills and training for immediate employment in business.
4. To help students acquire occupational intelligence through a general conception of the nature, relationships, and functions of modern business.
5. To help students understand and use the terminology of business.
6. To provide an opportunity for members of the community to broaden their knowledge and/or improve their skills in the secretarial area without following a set program.
7. To provide a variety of one- and two-year programs to meet the specific interest or need of the person.
8. To provide a foundation for further specialization in business knowledge and skills through university-parallel course offerings.

Realization of Purposes

The aims and purposes are being presently realized through the programs offered, methods and materials used, and the student-oriented approach to the development and/or improvement of office skills.

Programs Presently Available and Suggested Revisions

Programs Offered

Seven programs leading to a degree and four certificate programs are offered. These are suggested programs, and students may be permitted to substitute desired courses for some of those listed in the catalog.

The two A.A. degree programs in Secretarial Science are Pre-Business Education and Pre-Secretarial Science. Both of these offer the first two years of a four-year college program. Florida Atlantic University and the University of Florida require that all or most of the specialized courses be taken at the junior college level. Offering requirements in college-parallel programs is one of the purposes of the department.

A.S. degree programs offered include General Business, Executive or General Secretary, Legal Secretary, Medical Secretary, and Airline Careers. These programs are designed for specific careers. Successful completion of one of these programs should enable a student to get an above-average job in his chosen field.

Certificate programs include One-Year Secretarial, One-Year Advanced Secretarial, One-Year Clerical Typist, and a special Certified Professional Secretary Certificate. The first two are planned for students who have taken extensive programs of business in high school. The purpose of the programs is to refine skills and offer further education in business practices. The One-Year Clerical Typist program does not include shorthand and, therefore, could be taken by persons having had no previous business courses. Successful completion of a one-year program provides the student necessary background and skills to obtain office employment. The special Certified Professional Secretary Certificate program is offered for secretaries who are studying for the CPS examination.

Suggested Changes in Programs Offered

Programs are under constant study for revision and improvement. Consideration is now being made as to the value of the Advanced Secretarial program -- a program for graduates of high school Vocational Office Education programs. To date, an insufficient number of VOE students have registered to warrant continuing this program.

The special Certified Professional Secretary Certificate program is not a suitable program for the regular college student to follow. Revision of this program is needed.

Suggested Changes in General Education Requirements

Regardless of the program which they are enrolled in, students should be given a sound general education. The suggested programs are planned with this in mind. All persons working toward a degree must meet the general education requirements of the College.

On page 52 of the 1972-73 catalog, paragraph B-3 of the requirements states that a candidate for the Associate Arts Degree must select six hours from

HIS 101, 102	PSC 121, 122
HIS 201, 202	SOC 201, 211, 221
HIS 111, 112	

A.A. degree programs in business require six semester hours of economics. For most business students, this double requirement -- 6 hours of a social science and 6 hours of economics -- precludes them from taking more than 3 hours of a behavioral science.

Students Enrolled in Departmental Courses

How Selected and Required Qualifications

No screening is made of students majoring in secretarial science, and there are no prescribed qualifications.

Present Number in the Department Compared with 1968 Figures

With few exceptions, enrollment in the courses offered by the department during Term I, 1972, is greater than in Term I, 1968

Examples of this are:

	<u>1968</u>	<u>1972</u>
Typing 101	172	267
Typing 102	98	185
Typing 201	22	23
Shorthand 111	73	127
Shorthand 112	40	18
Shorthand 211	18	25
Accounting Survey	15	200
Business Math	165	243
Transcribing Machines	33	18
Communications	17	74
Office Machines	19	38

In term I, 1972, there are several courses being taught which were not offered Term I, 1968. The classes and enrollments are:

Legal Secretarial Techniques	14
Secretarial Procedures	12
Office Procedures	41
Touch Shorthand I	45
Touch Shorthand II	11
Touch Shorthand III	8
Touch Shorthand IV	4

Reports from Graduate Schools

In a letter written on December 6, 1971, to the head of the department, Miss Ruth Brewer, Business Teacher Education Coordinator of Florida Atlantic University, stated that the graduates of the Broward Secretarial Science Department have done very well at that institution. A copy of her letter is attached as Appendix A.

According to informal reports from other institutions, graduates of the department are able to complete the work for the 4-year degree satisfactorily.

Evaluation of Courses Taught in the Department

Twenty secretarial science courses are listed in the current catalog. All of these are related precisely to the aims and services of the department. Each course has been offered within the last two years.

Included in these courses are a few which might be classified as those of "limited appeal." However, these advanced courses are designed for very specific major subject areas (i.e., legal secretarial techniques) or as "finishing" courses for the secretarial graduates (i.e., secretarial procedures or advanced education for secretaries). Therefore, these classes must be available to the students in order that the purposes of the department be achieved, despite the fact that the enrollment per section may be below preferred class size. The total class load for the department is sufficient to warrant the continued offering of a few such "limited appeal" courses, particularly so because each course is not offered every term.

Methods of Teaching Employed

Classroom policies and procedures vary among teachers. They may also vary from term to term. However, there are certain general standards that are conducive to increased learning. The methods used are designed to help meet the varied needs of the students not only in the Secretarial Science Department but also those majoring in other fields.

Methods Employed

The laboratory method of teaching is used in the skill-building courses (typewriting, Gregg shorthand, touch shorthand, transcribing machines, business machines, etc.) as the students need much machine practice under controlled situations. The instructor is available to assist students whenever the need arises.

A combination of lecture, class discussion, and laboratory work has been found to be most suitable for legal techniques, accounting survey, office procedures, secretarial procedures, advanced education for secretaries, business communications, business math, etc.

To date, the above methods have been found to be most effective in developing the essential knowledge and skills necessary for the students to reach their desired goals.

New Methods Being Used

Every effort is made to continually keep current teaching methods and materials in all courses. New methods are employed in order to make the courses more relevant to the complex requirements of the business community and to meet the many and diverse interests and goals of the students.

Programmed typing was taught on a limited basis during Terms 3-A and 3-B, 1971. Since that time, individualized instruction has been given in all levels of typing. Students work at their own rate but are encouraged to work as rapidly and accurately as possible. If a student is unable to progress and develop the necessary skill to satisfactorily complete the course in typing, he may elect to take an NG (no grade) and complete the course during another semester. To aid the students in developing knowledge and skill, prerecorded cassette tapes with complete lesson instructions and timings for skill building, pacers, filmstrips, transparencies, and proofguides (miniatures of how each lesson or problem should look when completed by student) are used. The instructor is available to instruct students on an individual basis.

An individual progress method of instruction was started Term I, 1972, for all beginning shorthand students. Cassette tapes presenting theory and giving dictation are used by the group during each class period. Special workbooks for homework are a part of the text kit. Presentation of theory tapes and dictation tapes are available for students to use individually during laboratory periods. Students absent from class are required to use these cassette tapes for make-up work.

A typewriting and shorthand laboratory is available several hours each day for student use. Typing tapes and transcribing machines may be used. Typewriters are also available for the student's personal use (term papers, application forms, assignments for classes, etc.). Two hours of laboratory work is required of all typing and shorthand students.

During the 1971-72 school year, the laboratories were conducted by the teaching staff. In Term I, 1972, a full-time Secretarial Skills Laboratory Supervisor was employed for Central Campus. She not only keeps a record of the students' laboratory hours but also assists them in their assignments. On North Campus, a workstudy student is in charge of the laboratory fifteen hours a week. Instructors supervise the students who cannot come at the assigned times.

Evaluation of Department and Instructors

Various devices are used to evaluate the effectiveness of individual instructors and general departmental effectiveness. These include student feedback in the form of instructor evaluation by students, student-instructor conferences, class questionnaires, students' comments after entering the "working world," job effectiveness -- repeated requests for students by employers, student follow-up by the School Placement Service, and instructor evaluation by department head and department chairman.

Testing and Grading

Tests Administered

A standardized typewriting placement test is administered by individual instructors during the first week of classes to determine at what point in the textbook students who have had previous instruction should begin. Several changes have been discussed: (1) to administer the placement test during the last two weeks in high school to those students who expect to enroll in Broward Community College; (2) to revise the present standards to more realistic expectations; and (3) to develop a better placement test which will, in the judgment of instructors,

be more accurate in the placement of students who have had previous typewriting experience in other institutions. Further discussions are planned.

In all classes, tests composed by the individual teachers and/or standardized tests are given. These are updated regularly to meet current needs. Included in these tests are:

1. Performance tests in skill subjects (typewriting, shorthand, business machines, stenograph, and transcribing machines).
2. Objective tests (True/False, Multiple Choice, and Completion) to determine whether or not the concepts covered in a unit of study and the course have been mastered.
3. Essay tests to determine the student's comprehension of concepts in solving problems on chapter, unit, and final examinations.

The following additional tests are proposed:

1. A comprehensive test to administer to those persons wishing a waiver for credit in a course. This would necessitate having such a test available for each course in which a waiver of credit would be requested.
2. A series of typewriting production tests covering a variety of material, the results of which will be evidence of the Typing III student's ability to meet acceptable standards when producing unfamiliar, "challenging" material.
3. Because a good number of freshmen students complete no more than Typing II before acquiring a job (and possibly discontinuing college), tests similar to those in 2 (above) should be developed for use during the latter part of Typing II.

Grade Distribution

The grade distribution within the department for Terms I and II, 1970-71, corresponded to the total faculty pattern. For example:

	<u>Department</u>	<u>College</u>
Grades C and above, Term I	69.7%	62.6%
Grades C and above, Term II	61.3%	60.0%
Grades below C, Term I	9.8%	11.2%
Grades below C, Term II	10.0%	9.9%

Withdrawals for the department were slightly below the percentage for the College:

Withdrawals, Term I	15.1%	16.3%
Withdrawals, Term II	18.4%	19.9%

For the three terms (I, II, and III) of 1971-72, the distribution also corresponded to the total faculty pattern. For example:

	<u>Department</u>	<u>College</u>
Grades C and above	61.1%	62.7%
Grades below C	7.5%	6.7%

The total of the withdrawals, incompletes, transfers, and audits were slightly higher for the department:

Department total	31.4%
College total	30.6%

More detailed information is included in Appendix B.

Faculty

The faculty in the department consists of nine full-time instructors. The number of part-time instructors varies from term to term. Eleven part-time instructors employed for Term I, 1972, are included in this



study. One full-time instructor has been with the College since it started; one is in her second year here. With the exception of a part-time instructor in court reporting, all had teaching experience before coming to Broward. This teaching experience was supplemented by work experience in other fields.

Rank and Degree

None of the faculty members has a Rank I classification. Their ranks are:

1 Rank I-A	4 Rank II plus 15 semester hours
11 Rank II	3 Rank II plus 30 semester hours
	1 Rank III

One instructor has a specialist's degree, one has a bachelor's degree, and the other eighteen have masters' degrees. Five are planning to seek higher degrees.

Subject Specialities

The faculty is well balanced in subject specialities with a variety of required courses taken, experience in courses taught, and experience in business. All are certified in typing and shorthand. Other specialities are mathematics, accounting, supervision, business machines, and business communications. Two instructors have been legal secretaries.

Teaching Experience

The faculty has taught on all levels from elementary (2) to the 4-year college or university (6). Eighteen taught in high school at some time before coming to the College.

The faculty has the following teaching experience:

5 less than 5 years	7 10 to 19 years
3 5 to 9 years	5 20 or more years

Work Experience Other Than Teaching

All instructors have had some work experience in areas other than teaching. Office experience in industry, government and education is prevalent. Their records show:

6 worked less than 2 years	5 worked 5 to 10 years
5 worked 2 to 5 years	4 worked over 10 years

Age

Nine of the twenty fall in the 40-49 category. No one is in the 20-25 group and no one is 60 or over. Their ages are:

3 25 to 29	9 40 to 49
3 30 to 39	5 50 to 59

Additional Information

The results of the questionnaire are shown in Appendix C.

4

Individual and Contract Research

No contract research is conducted by the faculty. One class participated in a study conducted by another institution. Two studies are presently being made which should prove helpful to the department.

Business Mathematics Study

In April of 1971, a randomly selected class of students in business mathematics at Broward Community College participated in a study conducted by the Department of Vocational Education at Colorado State University.

A business mathematics achievement test was given to 390 business students (including the aforementioned class) in 18 junior colleges in 8 of the United States Office of Education regions in Florida. The results of the study allowed each school that participated to compare the achievement of its students in business mathematics with that of students in other junior colleges in the state. On the "Fundamentals" section of the test, the average weighted score of all students taking the test was 13.57 out of a possible 20; BCC students averaged 14.50. On the "Applications" section, the average score of all students was 34.84 out of a possible 120; BCC students averaged 46.00. The "Composite" average score of all students was 48.41 out of a possible 140; BCC students averaged 60.50. Students in only one school had higher composite scores (63.94) than BCC students (60.50).

Study Conducted by Director of Cooperative Education at BCC

A study is being made by Walter F. Thomason, Director of Cooperative Education at the College, entitled "An Analysis of the Current Activities of Broward Community College Graduates." The basic assumption is made that current activities are largely influenced by past achievements at the educational institution under consideration; therefore, the current occupational status of the graduates of Broward Community College should reflect the appropriateness and effectiveness of its academic programs. A questionnaire was sent to the 1968-69 and 1969-70 graduates of the college and will also be sent to the 1970-71, 1971-72, and 1972-73 graduates.

In the secretarial area, questionnaires were sent in the past two years to the graduates of the one-and two-year programs. Of the 69 persons who responded, one had received a one-year certificate, sixteen had graduated in the two-year secretarial program, five in the two-year general clerical program, and forty-seven in the pre-business education program. The results of this questionnaire are shown on the table in Appendix D. (Some persons did not answer each section; therefore, the total number of persons answering a particular question will not always equal the total responses.)

Study Conducted by a Part-Time Instructor in the Department.

Frances E. Robinson, a part-time instructor in the Secretarial Science Department during Terms I and II, 1971-72, and a candidate for an Ed.D. degree at Florida Atlantic University, conducted a study entitled "A Study of the Two-Year Secretarial Science Students at Broward Community College." The study surveyed graduates of the two-year secretarial science program from 1966 through January, 1971, to compare their responses to those of students who completed a minimum of 24 semester hours at BCC with at least a 1.8 grade point average but who, for some reason, did not graduate. Through the use of a questionnaire it was possible to determine whether or not there was a significant relationship in socio-economic variables, educational background, jobs secured upon leaving BCC and their salaries, and present jobs held and present salaries being received. The survey sought answers and opinions regarding whether or not the subject would recommend others to take the two-year secretarial program at BCC and why.

The pilot study was sent and a 70% response was obtained. A copy of the completed study will be made available to members of the department.

Improvements Recommended

It is recommended that, to improve instruction, more research be made in individual classes, especially in the typing classes after or three terms of using individualized instruction. Research might also be needed to determine why students withdraw from business courses.

Library Resources and Usage

Library Resources Relevant to the Department

The quality of the library materials available for students enrolled in secretarial science courses is very good. The main library has numerous books and two good magazines, Today's Secretary and The Secretary. In addition, members of the department have extensive library materials in their offices. When necessary, personal copies of needed resources are placed on reserve in the main library and in the classrooms. In the typing and shorthand rooms, numerous dictionaries and handbooks are available for student use.

Library Usage by Students and Teachers

Some of the courses offered do not require the use of the library (e.g., shorthand, typing, business math, business machines, etc.). However, students enrolled in business communications, office procedures, secretarial procedures, legal techniques, and advanced education for secretaries use research materials for required reports.

On a faculty questionnaire, teachers in the department indicated that they use the College library primarily when requiring library



research by students. Six instructors said they did not use the library at all; six more said they seldom use it. Two persons indicated they use the library for recreational reading.

Condition and Adequacy of Spaces Used

Central Campus

Of the twelve classrooms available to the Division, the Secretarial Science Department uses three rooms (101, 108, and 109) on a full-time basis and two rooms (107 and 110) on a part-time basis.

A sink, counter space, open shelves, and locked cabinets are provided in each of these rooms. In general, the condition and adequacy of the spaces used by the department are good.

However, it is recommended that:

1. Machine shorthand classes be assigned to a typewriting classroom rather than to Room 107, the business machines room. (This recommendation was noted and all machine shorthand classes, except one, are scheduled in Room 109 for Term I, 1972.)
2. Doors with locks be put on the open shelving in the classrooms used by the department to give additional needed space to secure the equipment when it is not in use. Presently, some of the transcribing machines and materials must be stored across the hall because of the lack of space in Room 101. Doors without locks should have them added.
3. Arrangements be made to get the cords off the floors in all of the rooms, particularly in Room 108. These



cords are a definite hazard to the safety of the students and the instructors, and an accident resulting from a person's tripping over a cord could cause the College and the department not only embarrassment but also damaged reputation and financial loss.

North Campus

One room is fully equipped for secretarial science courses. Accounting survey classes are taught in the accounting room. The facilities are adequate for present needs.

Recommended Changes in Departmental Policies and Procedures

In order to improve faculty effectiveness, the following changes in departmental policies and procedures are suggested:

1. Student workshops should be available so that instructors might have assistance in such routine tasks as checking and recording homework in typing and shorthand, duplicating, collating, and stapling.
2. Released time should be given for the purpose of conducting departmental research and for developing new, expanded, or revamped courses and programs. The improvement of instruction in the department would be greatly facilitated by more formal and informal research. Two studies suggested are research on reasons for dropouts and results of the installation of individualized typing instruction.
3. The number of preparations per instructor should be limited to not more than three. The wide variety of classes requires multiple preparations. However, in instances where only

two sections of a course are offered, both sections be taught by the same instructor whenever possible.

4. When an instructor is assigned a combination of related classes (Typing II and Typing III, for example) at the same hour because of relatively small enrollments, it might be well to consider reducing the number of preparations.
5. When an instructor is assigned a course for the first time, as much advanced notice as possible should be given. Some instructors would like to use their summer vacations for such planning activities. This could be done if new course assignments were made in the spring for Term I.
6. When a change of textbooks is contemplated, it would be well to make the change at the beginning of Term I, rather than during the school year. If teacher's manuals and other accompanying materials have not been received, perhaps the textbook change should be delayed.

Projection for the Next Ten Years

To project the program plans, staff needs, and resources of the department for the next ten years is not easy. The expense of departmental equipment and the high cost per student may be limiting factors in an area where it is necessary to keep up with new business developments.

However the following projections seem in order:

1. Future plans of the Secretarial Science Department include greater use of individualized instruction and audiovisual

materials. A learning laboratory equipped with typewriters, cassette players, various office machines, and other instructional equipment would be a desirable addition to the Secretarial Science program. A laboratory such as this, supervised by a paraprofessional employee, will be necessary to support programs of individualized instruction.

2. More community-centered programs, courses, workshops, and seminars are anticipated as being part of the department's offerings in the future.
3. New programs related to new business and technical developments will be instituted when needed.
4. The student body will continue to include many persons who are neither highly motivated nor academically strong. Special provisions should be made for them. The possibility of offering a course in elementary business mathematics and an introductory course in typewriting (involving no problem typing) is being considered.
5. Using the Ten-Year Plan for Development prepared by Rothrock, Reynolds, and Reynolds, Inc., in November 1969, as a guide, it is anticipated that the faculty on North Campus will equal the present size of that at Central Campus, increasing to eight or nine full-time instructors during the ten-year period. South Campus will require another three or four full-time faculty members in Secretarial Science, and Central Campus' faculty will stabilize at or near the present number.

FLORIDA ATLANTIC UNIVERSITY
BOCA RATON, FLORIDA 33432COLLEGE OF EDUCATION
CURRICULUM AND INSTRUCTION

December 6, 1971

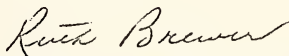
Miss Doris Horton, Head
Secretarial Science Department
Broward Community College
Fort Lauderdale, Florida

Dear Miss Horton:

While in the process of a self-study at the Broward Community College, I believe; and I should like to add my testimony to the work your department is doing in training students for pre-business education teaching.

I have been at Florida Atlantic University since the fall of 1965 and have found the Broward Community College students exceptionally well prepared. In fact, the pre-business education teaching program of the Broward Community College parallels our prerequisites exactly. It is the only junior college in the state that has its program set up to meet the requirements for our Business Education Program. Students from the Broward Community College do not have to return to junior college to make up prerequisites as is the case in so many instances from other junior colleges throughout the state. We are exceptionally happy with the product you are turning out, and we feel that they will make good business education teachers. The students come with good work habits and skill in typewriting and shorthand, as well as knowledge in other business education subjects. It is a pleasure for me to write this letter.

Sincerely,



Miss Ruth Brewer, Coordinator
Business Teacher Education

cma

Appendix I

Grade Distribution

The following are the grade distribution percentiles reported by data processing center for courses in the secretarial science area and for the college.

(a) Secretarial Science Area - top set of percentiles.

(b) College - bottom set of percentiles.

TERM I, 1970-71 (Expressed as percentiles)

A	B	C	TOTAL	D	F	WF	XF	TOTAL	W	WT	WP	I	AU	TOTAL
17.5	30.5	21.7	69.7	6.7	1.1	1.2	.8	9.8	15.1	1.2	3.4	.2	.7	20.5
14.1	24.4	24.1	62.6	6.5	3.0	1.0	.7	11.2	16.3	1.4	4.0	1.4	1.5	26.2

1. Total C or better percentage is greater for secretarial science area than for the college.
2. Total in D and F area is lower than for college.
3. The total of withdrawals, incompletes, and audit is lower than for college.

TERM II, 1970-71 (Expressed as percentages)

A	B	C	TOTAL	D	F	WF	XF	TOTAL	W	WT	WP	I	AU	TOTAL
19.3	22.6	19.4	61.3	6.4	2.5	.6	.5	10.0	18.4	4.4	4.9	.6	.1	23.7
15.1	23.1	21.8	60.0	5.6	2.9	.8	.5	9.9	19.9	1.0	4.6	2.6	1.9	30.1

1. Total for C or better percentage only slightly larger than for college but lower than for Term I.
2. Total percentage of D and failures, however, is slightly greater for Term II and greater than for college.
3. Total percentage in withdrawal area is much greater in Term II than for Term I, but lower than for college.

Appendix B cont'd.

TERM I, II, III, - 1971-72 (Expressed as percentages)

<u>A</u>	<u>B</u>	<u>C</u>	<u>TOTAL</u>	<u>D</u>	<u>F</u>	<u>WE,XE,W,WT,WP,I,AU</u>	<u>TOTAL</u>
23.9	18.3	18.9	61.1	5.0	2.5		31.4
18.3	24.9	19.5	62.7	4.6	2.1		30.6

1. Total C or better percentage is greater for the college than for the Secretarial Science area.
2. Total in D and F area is lower for the college.
3. The total of withdrawal, incompletes, and audits are slightly higher^v for the Secretarial Science area.

APPENDIX C

PLEASE RETURN THIS FORM TO THE BUSINESS EDUCATION DEPARTMENT AS SOON AS POSSIBLE

FACULTY QUESTIONNAIRE FOR SELF-STUDY

Department (or subject) Secretarial Science Full-time 1111 Part-time 1111

Rank:

<u>1</u> Rank I	<u>1111</u> Rank II, plus 30 semester hours
<u>1111</u> Rank I-A	<u>1</u> Rank III
<u>1111</u> Rank II	<u>1111</u> Other (for part-time instructors "not ranked")
<u>1111</u> Rank II, plus 15 semester hours	

Highest Degree Held:

<u>1</u> Bachelors	<u>1111</u> Doctorate
<u>1111</u> Masters	<u>1111</u> Other:
<u>1</u> Specialists	

Do you plan to seek a higher degree 1111 Yes 1111 No 1

Subject Specialties:

<u>Shorthand</u>	<u>Math</u>
<u>Typing</u>	<u>High Secretary</u>
<u>Business Education</u>	<u>Accounting</u>
<u>Stenography</u>	<u>DCT, UOE, CBB</u>

Teaching Experience:

<u>1111</u> less than 5 years	<u>1111</u> 10 to 19 years
<u>1111</u> 5 to 9 years	<u>1111</u> 20 or more years

Levels taught before coming to BCC:

<u>1</u> None	<u>1111</u> 4-year university	<u>1111</u> junior college
<u>1111</u> high school	<u>1111</u> junior high school	<u>1111</u> elementary
<u>1</u> adult ed.		

Age:

<u>1111</u> less than 25	<u>1111</u> 40 to 49
<u>1111</u> 25 to 29	<u>1111</u> 50 to 59
<u>1111</u> 30 to 39	<u>1111</u> 60 or over

Work experience other than teaching:

<u>1111</u> None	<u>1111</u> 5 to 10 years
<u>1111</u> less than 2 years	<u>1111</u> over 10 years
<u>1111</u> 2 to 5 years	<u>1</u> part-time only

Specific industries or fields

Do you sponsor a social organization or club on campus? 1 Yes 1111 NoDo you use the BCC Library? 1111 Yes 1111 No

If answer is Yes, how would you classify your usage:

<u>1111</u> Extensively	<u>1111</u> Research
<u>1111</u> Regularly	<u>1111</u> Recreation
<u>1111</u> Seldom	<u>1111</u> Supplement class work

Please add any other information you think might be helpful to the self-study chairman of your department:

Appendix D

RESPONSES TO QUESTIONNAIRE SENT TO 1968-69 AND 1969-70 GRADUATES OF
SECRETARIAL PROGRAMS AT BROWARD COMMUNITY COLLEGE

Information Requested	Program Completed at Broward Community College				Total
	Secretarial (Two-Year)	Clerical (Two-Year)	Certificate (One-Year)	Pre-Business Education	
(Number of Responses)	16	5	1	47	69
Current Address					
In Broward County	14	4	1	37	56
Outside Broward but in Florida. . .	1	-	-	6	7
Out of Florida.	1	1	-	3	5
Current School Status					
In college.	-	2	-	37	39
Not in college.	16	3	1	10	30
Name of College Attending					
Florida Atlantic University	-	2	-	25	27
University of Florida	-	-	-	3	3
Florida State University.	-	-	-	6	6
University of West Florida.	-	-	-	-	-
University of South Florida	-	-	-	-	-
Other	-	-	-	3	3
Current Major (In College)					
Education	-	1	-	1	2
Business.	-	1	-	32	33
Liberal Arts.	-	-	-	1	1
Science	-	-	-	1	1
Current Work Status					
Employed full time.	15	3	1	14	33
Not employed full time.	1	2	-	32	35
Type of Work					
Directly related to major at BCC. .	13	2	1	5	21
Somewhat related to major at BCC. .	2	-	-	4	6
Unrelated to major at BCC.	-	1	-	5	6
Salary (Full-Time)					
\$75-100	7	1	1	2	11
\$101-125.	7	-	-	-	7
\$126-150.	1	1	-	2	4
\$151-175.	-	-	-	4	4
over 175.	-	1	-	6	7
Current Activity if <u>Not</u> in College and Not working Full Time					
Married, housewife.	-	-	-	1	1
Armed forces.	-	1	-	1	2
School, part time	-	-	-	1	1
Working part time	-	-	-	5	5
Looking for full-time work.	1	-	-	-	1
other	-	-	-	-	-

SELF STUDY REPORT
OF
THE SPANS PROGRAM

BROWARD COMMUNITY COLLEGE

by:
Hillary Gambell
Donald Cleveland



The SPANS Department is an intergral part of the institution. The role of SPANS is consistent with the college's philosophy in addition to its open door policy. Our basic belief in SPANS is a belief that was stated by Francis Keppel, former United States Commissioner of Education: "Education must make good on the concept that no child within our society is either unteacheable or unreachable--that whenever a child appears at the doors of our schools, he presents a direct challenge to us and to all our abilities." Our primary aims and services are about six(6) in number:

1. To create a sense of personal dignity and worth.
2. To build a realistic self-concept.
3. To develop a sense of values which enables one to compete in general society.
4. To enable the student to acquire skills in communications (written and oral), computations, physical activities, and human relations.
5. To make possible a realistic self-evaluation relative to career opportunities.
6. To provide, whenever possible, financial aid to those students who are in need of such aid.

The services that SPANS offers a student are those planned experiences which will enable the student to accomplish the aims of the program that are stated above.

Because the SPANS program is a compensatory, developmental, and supportive type program, it does not offer majors in any academic discipline.

The students that make up the SPANS program are recruited. Those students who have obtained a high school diploma or its equivalent are eligible to enter the program. However, SPANS is designed specifically for high risk students. (Priority is given students with low high school grade point average (2.0 or less) and a Florida Twelfth Grade Placement test score totaling 150 or below.

The SPANS program is not designed for majors. It is compensatory in its nature and has only been in operation during the past two(2) years(1970-72).



Nevertheless, limited research and evaluation of the first year would point up the fact that students do show a marked change in self-concept and a differing sense of values. The changes are supported by the student questionnaire evaluation on file.

Due to the time of operation of this program, no student has gone on to any graduate schools. However, at the college here, many former SPANS students have enrolled in various departments. The quality of their achievement has been shown favorably when compared to other students in regular college classes.

The courses taught in the SPANS area are directly related to the aims and services for which the program proposal was intended. To support the above statement, one would only have to review the student questionnaire evaluation used by the departmental staff in order to determine the effectiveness of the program.

The methods of teaching the SPANS classes have been carefully considered for all courses. Due to the uniqueness of the program, all courses are designed and taught with the student and his needs as the focal point of concern. To impliment such a design, the following methods of teaching have been employed:

1. Individualized instruction
2. Large group seminars
3. Small group meetings
4. Tutorial assistance

Student questionnaires, teacher evaluation forms, teacher-counselor-student "Rap" sessions and counselor classroom visits are methods employed to evaluate instruction and departmental effectiveness.

To acquire some information on the students' status and progress, teacher-made diagnostic measure and departmental tests are given. The testing program is designed to measure a student's growth during a term.



Teacher diagnostic measures and limited standardized batteries are administered at the beginning, during and ending of a term (some of these measures are reinforcing in their nature). Grade distribution within the SPANS area corresponds favorably to the total faculty pattern. However, SPANS grading differs from the regular college grading scale in that only grades A, B, C, and NG are used.

The faculty composition is as follows:

- A. Sex
 - 1. Male - 12
 - 2. Female - 9
- B. Rank
 - 1. Master's degree - 20
 - 2. Bachelor - 1
- C. Mean Experience - 15 years
- D. Age Range - 23 to 51 years

All staff members with the exception of two (2) are teaching in their certified areas.

As of this date, faculty research has not been instituted, but plans are being made to do so.

The library resources are considered adequate by the SPANS faculty. According to information gathered from the faculty and students, neither has used the library to their full advantage.

Office space for director, counselors, and teachers is adequate. On the contrary, classroom provisions for students are extremely poor. For the most part, classes are scheduled in the HPR building which the SPANS faculty feels the area is not conducive to achieving the program's objectives.

The program would profit considerably if release time were allowed from full-time schedule commitment by faculty to do research and visit other programs dealing with compensatory education at other schools and colleges. Also, full-time instructors to the program would be a tremendous asset.

The projection of the SPANS program, plans, and staff's needs as we see them now for the next ten(10) years are listed below:

1. Increase in classroom space for students.
2. Increase in financial aid for students.
3. Twenty(20) full-time staff members to provide for anticipated four-hundred(400) students per term.
4. Public transportation to campus for students.
5. Expansion of SPANS program to B.C.C. north campus.



SPEECH DEPARTMENT

SELF-STUDY REPORT

DECEMBER, 1972

Chairman: Marjorie Esco

SPEECH

Statement of Purpose

The Speech Department believes that its role in the institution's program is of relevance to the life style of a democratic society. Therefore, it is vital to all students attending Broward Community College.

The department strives to provide current programs to aid the students regardless of the diversification of their educational aspirations. The aims of the department are to develop within the student a sense of purposeful self-direction for the common good that will reflect itself in efficient and responsible speech and listening patterns. More specifically, the programs provide the atmosphere needed to develop ability in speech communication and knowledge concerning this area of study. Further aims include the improving of the ability to think effectively, to communicate thought, to make relevant judgments, and to discriminate among values.

Beyond the fulfillment of these aims the department provides several services to the students attending Broward Community College. For the college-bound student the department offers a strong, fundamentals program as well as several advanced courses that are easily transferable. For the vocational student, courses such as Radio and Television are readily adaptable to their selected vocations. Beyond these, many of the other courses are adaptable to the business requirements and the communication involved in business and industry.

For the person with remedial needs, Therapy programs are offered as well as individualized instruction in the more difficult courses, as deemed necessary by the instructor. For the student interested in a semiprofessional, two-year program, several courses will assist him in his everyday experiences. One area that is definitely emphasized is the cultural, with programs such as Readers' Theatre and Oral Interpretation.

Thus, the aims and services are presently being realized, but an effort is always being made to further meet them.

The programs offered within the Speech Department reflect the purposes of the department in several ways. All programs are flexible enough to permit individual practice and study and to allow for critical analysis by qualified instructors as to a student's needs and abilities. Individual participation in various speech-related activities is encouraged both on and off campus, as well as emphasis being given to a student's role as a member of a democratic society. Course assignments are continually being related to corresponding activity within the community, and current events items are consistently used for illustration.

A survey was conducted to determine whether the department was satisfied with the institution's general requirements for the Associate of Arts Degree. Responses to the survey indicated unanimous agreement with the present requirements.

Since students generally do not select speech as their major field until they transfer to the upper level, determining which students will major in any of the several areas of speech is difficult.

There are no specific qualifications for enrollment in Speech

Department courses. Recruitment through the High School Debate Tournament brings to the department students who will participate actively in the forensics program but does not guarantee they will become speech majors.

The number of students enrolled in the speech program has increased from 493 in Term I, 1968 to 797 in Term I of 1972. The advanced courses have shown increased enrollment and some additional sections have been added to the schedule.

It is difficult to assess any change in the quality of the student of today in contrast to those of five years ago.

The department has received no formal report on study about the quality and achievement of former students. Personal communications between faculty members and students indicate several who have gone on to do graduate work in speech, some who are in specialized areas in education, and some who are currently enrolled in law schools.

All courses within the Speech Department were studied by members of the speech faculty and found to be precisely related to the aims and services of the department.

Courses of limited appeal should not be discontinued. The area where "limited appeal" is a factor is Readers' Theatre. This is a new program and is growing in enrollment each semester. Six students were enrolled in Readers' Theatre Lab in 1969, nine in 1970, and fourteen in first term, 1971.

The Speech Department has no courses that have not been offered in the past two years.

Each instructor in the Speech Department is free to direct his classes and use the teaching methods he believes to be necessary and

adequate in relation to the course being taught. Within the department, the instructors share their and observe others' teaching methods, upon the invitation of the individual instructors. Among those methods effectively used by the speech faculty are: communication exercises, individual student performance and evaluation, group discussion, buzz sessions, lecture, guest speakers and lecturers, reports and projects, film strips, transparencies, slides, T.V., instructor and student conferences, individual therapy sessions, tape recordings, phonetic transcriptions, visits to local community centers and clubs, observations of testing and therapy sessions, interviews, debates, individual events, library labs, studio activities, and demonstrations of speech anatomy and function.

The evaluations of instructors made by all students near the end of each term is helpful in evaluating the effectiveness of individual instructors as well as the general departmental effectiveness. Individual speech instructors also request and welcome additional written and oral suggestions from students which may help the instructors to focus his teaching toward specific needs of a particular class. Department heads submit evaluations of each instructor considering his contributions, effectiveness, cooperation, and other qualifications. Instructors have an opportunity to read these evaluations and to sign them.

Speech Department meetings often evaluate departmental effectiveness in relation to the student, to the division, to the college, and to the community.

A wide variety of both written and oral tests and examinations are used by speech instructors as an aid in evaluating student proficiency in relation to the type of course being taught. These

include the various types of objective and essay or discussion test, as well as evaluations of individual and group presentations.

There is no departmentalized testing program. Each instructor is free to give his choice of tests.

No general nor specific changes are suggested in the testing program of the Speech Department.

COMPARISON OF GRADE DISTRIBUTION 1971-72

	CAMPUS ALL TERMS 1971-72	SPEECH DEPARTMENT			
		TERM I	TERM II	TERM IIIA	TERM IIIB
A	73.2	17.3	17.2	21.1	18.7
B	99.4	32.0	27.9	37.8	30.1
C	78.2	16.1	18.2	17.7	18.7
D	18.4	1.9	3.6	1.5	4.9
F	9.0	1.2	4.5	.5	.8

The following chart indicates the balance of the faculty in terms of degrees held, subject specialty, experience and age.

<u>Number</u>	<u>Degree</u>	<u>Subject</u>	<u>Experience</u>	<u>Age</u>
1	MS	Speech	8 years	46 years
2	MA	Speech	14 years	47 years
3	MA	Drama	7 years	31 years
4	MS	Speech	0 years	23 years
5	MA	Speech	1 year	24 years
6	MA	Speech	3 years	28 years
7	MA	Speech	0 years	23 years
8	MA	Gen. Ed.	4 years	28 years

At the present time there are no funded research commitments nor any other type of formal research being conducted. Most faculty members are involved with extra-curricular activities and would have no time for research even if funds were available.



The main library resources pertinent to the Speech Department are of excellent quality, over 250 volumes have been catalogued in the areas of Speech, Disorders of Speech, Oratory, Debate, Oral Interpretation, among others. The library resources are used extensively by both faculty and students for individual and group assignments.

The conditions under which the Speech Department now works have a number of disadvantages. The first is that departmental office space is scattered making communication with other members of the department difficult. The second disadvantage concerns the nature of the speech programs (Student Activities, Readers' Theatre, Radio-Television, and Forensics). These students need adequate work space which is not now available. The third disadvantage is that the Speech Department has no meeting room or space for departmental library making the group work of two or more faculty members difficult.

Recommendations

1. All speech faculty members offices should be in the same location.
2. Workroom for student activities should be provided.
3. Faculty meeting room and library space should be provided.

A departmental policy should be set up whereby more frequent departmental meetings would be held. These meetings should be informal. Such meetings would greatly facilitate the exchange of information among the faculty and improve working relationships.

The projections of the needs of the Speech Department are based on two assumptions: first, the enrollment of the Central Campus will not drastically increase due to the opening of North and South Campuses; second, speech will remain basically elective courses.

The speech program has expanded recently. The Speech Department

now teaches two sections of SPANS Speech in each of Terms I and II and one section in each of Terms IIIA and IIIB. The Readers' Theatre program is expanding the number of its productions to include short programs on campus between classes. In the fall of 1972, the Speech Department began teaching Speech for the Foreign Student. This course is taught in conjunction with the English Department course, English for the Foreign Student. A program is now planned whereby students will be screened by the Speech Clinic Staff for speech problems and possible treatment.

In addition, the Speech Department plans on improving the other programs it now has, i.e., Forensics and Radio and Television. The department will need to hire at most one or two additional instructors to meet the increase in enrollment. The major need of the department appears at this time to be equipment for expanding programs and additional office space.





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